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ABSTRACT

A study examined the extent to which Texas vocational/applied technology programs and statewide and regional services and activities designed to eliminate sex bias and stereotyping are meeting students' needs. Questionnaires were sent to the directors/coordinators of 21 funded sex equity programs, administrators of career and technology education programs of 117 public secondary schools, and directors of Texas' 8 vocational consortia. Usable responses were received from 18 (88%) sex equity programs, 17 (14.5%) school districts, and all 8 vocational consortia. It was discovered that all of the required gender equity program characteristics were being implemented by more than 50% of the funded projects and responding secondary schools. It was concluded that, although progress is being made in eliminating sex bias and stereotyping in secondary career and applied technology programs and in increasing student enrollments in nontraditional programs, Texas' current system for reporting gender equity-related data remains inadequate. A model was developed for Texas' school systems to use in evaluating the extent and quality of programs/activities to eliminate sex bias and stereotyping. (Twelve tables are included. Appendixes constituting approximately 50% of this report contain the following: Delphi questionnaires, survey instruments, lists of responding program directors and school districts, and project evaluation report.) (MN)

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FINAL REPORT

EVALUATION OF GENDER EQUITY IN CAREER AND APPLIED TECHNOLOGY EDUCATION PROGRAMS

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Sponsored By:
The Texas Education Agency
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I. INTRODUCTION

Background

The Vocational Amendments of 1976, which first addressed sex equity in vocational education, required and supported programs and activities that were designed and conducted to:

1. eliminate sex bias/discrimination in vocational education;

2. encourage males and females to prepare for employment in nontraditional occupations; and

3. provide support services necessary for individuals to participate in and succeed in nontraditional vocational education programs; and

Section 222 of PL 101-392 (which amended the Vocational Amendments of 1976) does not restate the purpose of sex equity programs and activities provided for under Title II-B of PL 101-392(Section 222). Section 222 states that funds used for sex equity programs shall be used: "only for-

1) programs, service ,comprehensive career guidance and counseling, and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;

(2) preparatory services and vocational education program services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families; and

(3) support services for individuals participating in vocational education programs, services and activities described in paragraph (1) and (2), including dependent-care services and transportation."

Students participating in programs designed to eliminate sex bias are classified and eligible to receive support and supplemental services that must be provided by eligible recipients to special populations. Public Law 101-392 defines special populations as: "The term 'special populations' includes individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals with limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions." The State has the responsibility to assess or evaluate the effectiveness of sex equity programs and activities in relation to funds expended under the provisions of both Section 222 and Section 235 of the Perkins Act (PL 101-392). The requirement for the State to gather, analyze and disseminate data on the adequacy and effectiveness of vocational education programs in the state to eliminate sex bias and stereotyping is found in Section 111 of PL 101-392 and 403.13 of the Proposal rules.

Also, in relation to assessment or formative evaluation, States are encouraged to use Perkins funds (PL 101-392) as provided for under Section 201 (b) (3) for the assessment of programs conducted with assistance of Perkins funds for the development of: *"performance standards and measures for such programs"* and *"program improvement and accountability with respect to such programs"*.

The State assessment, required by Section 116, conducted by the Texas Education Agency prior to March 26, 1991, did not include an assessment of Sex Equity programs, services, and activities. A review of the **ANNUAL PERFORMANCE REPORT FOR VOCATIONAL EDUCATION, 1991,** revealed that the REPORT provided a description

and the number of secondary sex equity programs, services and activities funded by a competitive process. However, the Report did not provide any information on the impact or the effectiveness of funded programs, services and activities.

Need

Based on the background information, it was concluded that there was a need for a statewide assessment of sex equity programs, services and activities in secondary vocational education. In order to determine the effectiveness of sex equity programs to eliminate sex bias and stereotyping in secondary vocational education, secondary vocational programs must be included in the assessment.

Action

The Texas Education Agency was well aware of this need and took action to meet the need by issuing a **Request for Application (RFA) #SE-1** *"Evaluation to Determine the Effectiveness of Previously Funded Projects for Eliminating Sex Bias and Stereotyping".*

The University of North Texas responded to RFA #SE-1 with a proposal to determine: (1) the effectiveness of secondary sex equity projects and (2)identify program components and activities which improve the elimination of sex bias/stereotyping in secondary vocational education. The **goal of the project** proposed by the University of North Texas was to: **evaluate (assess) previously funded projects (funded under Section 222 and Section 235) to eliminate sex bias and stereotyping in vocational and applied technology education.** The assessment or determination of the effectiveness included the degree to which students have participated in vocational programs and entered into employment in occupations that are nontraditional for their gender.

Objectives

The objectives of the project were:

1. assess the extent to which vocational and applied technology education programs, services and activities designed to eliminate sex bias and stereotyping implemented on a regional and statewide basis are meeting the needs of students.

2. Develop a model that can be replicated or adapted by school systems to evaluate educational excellence and equity of vocational and applied technology programs, services and activities conducted throughout the state that are designed to eliminate sex bias and stereotyping.

II. PROCEDURES

The purpose, objectives and specifications of RFA #SE-1 served as a guide for the development of the procedures to be employed in achieving the objectives of the project. The procedure for achieving the objectives and complying with the specifications in the RFA include a Plan of Work that included the following eleven major tasks:

1. Establish and use a project advisory committee
2. Conduct an information search
3. Establish characteristics and goals for sex equity programs.
4. Develop a plan to use the model for state assessment.
5. Develop a plan to conduct a statewide assessment.
6. Conduct assessment and analyze responses.
7. Prepare a camera ready evaluation model.
8. Maintain close coordination with TEA and TCOVE.
9. Publicize project.
10. Evaluate the project.
11. Prepare and submit reports on this project.

The project was conducted with the assistance of a project advisory committee. The person serving as members of the project advisory committee were listed in the ACKNOWLEDGEMENTS of this report. The project advisory committee assisted the project staff in achieving the project objectives by reviewing and approving the questionnaires used in the Delphi study and the five questionnaires used in conducting the statewide assessment.

A search for information, that would be beneficial to the project staff in developing the assessment questionnaire, was conducted on a national basis. The search consisted of a review of the literature, which included a review of the legislation for sex equity programs, and a request for information from the state equity coordinators from all fifty states.

Since the Texas Education Agency had not developed a list of standards and measures for sex equity projects in Texas, it was proposed that the characteristics of sex equity programs (projects) be established and used as a base for developing items for the assessment instruments. The project staff, using information from the information search, developed a list of characteristics of a sex equity programs. This list of characteristics was presented to the project advisory committee as the required characteristics for a funded sex equity program. The project advisory committee reviewed, added and deleted characteristics on the list until a consensus of the advisory committee members was reached.

The validations of the required characteristics of a funded sex equity program was achieved by the use of a modified Delphi technique. The names of individuals serving as panelists for the Delphi were listed in the ACKNOWLEDGEMENTS of this report. The results of the Delphi are presented in appendix A.

The project staff, using the results of the information search, developed an evaluation model for conducting a statewide assessment of sex equity programs and a local evaluation using the validated characteristics of a sex equity program. The project

advisory committee made recommendations for improvement of the model. The model was sent to the Texas Education Agency for approval.

A plan for implementing the statewide assessment component of the model was approved by the Project Advisory Committee and the Texas Education Agency. The plan for conducting the statewide assessment provided for surveying twenty-one funded regional sex equity projects and public secondary schools employing a full-time administrator of career and technology education.

A copy of the questionnaires sent to the directors/coordinators of the twenty-one funded projects is presented in appendix B. Administrators of career and technology education programs of 117 public secondary schools were sent a package of assessment questionnaires. The package included: (1) a questionnaire for the administrator of career and technology education; (2) a questionnaire for the principal and one counselor for each high school campus of each district; and (3) a questionnaire for the special populations coordinator of the district.

Also, a similar package to the administrator's package was sent to the director of each of the Carl D. Perkins vocational consortia in the state. A copy of the assessment questionnaires sent to the school districts and the Perkins vocational consortia is in appendix C.

Follow-up to the questionnaires that were mailed on April 30, 1993 were conducted by telephone on May 24 and 28, 1993 and June 1, 1993. To supplement the data that was anticipated to be collected by the assessment, a request was made to the Texas Education Agency for: (1) statewide data that reflected enrollments of senior

students in occupational specific programs nontraditional to their gender for the school year 1990-1991; (2) a 1992 follow up on 1990-1991 enrollments who were employed in the nontraditional occupation for which prepared; and (3) number pursuing a higher education. As of the date of the printing of this report, the response to request for information has not been received.

Five copies of the final report of this project and five copies of the Summary Report of the project were delivered to the Texas Education Agency on June 30, 1993.

The project was evaluated by a third party evaluator. The evaluation report made by the third party evaluator may be found in Appendix F.

III. PRESENTATION OF FINDINGS

The purpose of the assessment was to determine the status of gender equity in career and technology education programs in Texas public secondary schools. The assessment instruments were designed to identify (1) what was being done by the funded sex equity programs in relation to the established required characteristics of a sex equity program and (2) what was the impact of the funded programs in the public schools.

Responses of Funded Sex Equity Programs

Established Characteristics

The questionnaire regarding the implementation of the established characteristics of a sex equity program by the twenty-one funded sex equity programs were responded to by eighteen of the twenty-one projects. A list of the funded projects responding to the assessment questionnaire is presented in appendix D.

The results of the responses to Part I (established characteristics) of the questionnaire is presented in Table 1. A review of Table 1 reveals that all thirty-five of the characteristics required by a gender equity program, established by the project, had been implemented by one or more of the funded projects. Five of the established characteristics had a high degree of implementation statewide. Four of the five characteristics that had a high degree of implementation statewide were in the component of Planning.

Sixteen of the established characteristics had a mean degree implementation rating of "4." Fourteen of the characteristics were reported as having a mean implementation degree rating of "3." None of the established characteristics required of

a gender equity program had an implementation degree rating with a mean below "3" on a statewide basis.

Demographics

The responses of the seventeen responding funded projects for Part II (demographics) of the questionnaire are presented in Table 2. Table 2 provides a variety of demographics of the schools districts served by the seventeen responding funded projects. Also, some of the questions on Part II of the assessment questionnaire attest to the validity of some of the responses on Part I of the assessment questionnaire.

Table 2 shows that fifty-nine percent of the respondents conducted an assessment, in planning the program, of the needs of students for gender equity information and services. Eighty-two percent of the respondents conducted an assessment of public school faculty to determine the need of faculty for gender equity information and services.

The eighteen responding funded projects served a total of 1407 schools and campuses during the 1992-1993 school year. This was an average of 141 campuses served by each funded project. It was observed that a total of 242 males, in schools served the projects, were enrolled in occupational specific career and applied technology programs that were nontraditional to their gender during 1990-1991. For the 1992-1993 school year, the respondents reported that 1705 males, in schools served by their programs, were enrolled in occupational specific career and applied technology programs that were nontraditional to their gender.

The respondents also reported that the enrollment of females, in schools served by their projects, in occupational specific career and applied technology program nontraditional their gender, was 193 for the 1990-1991 school year and 2,852 for the 1992-1993 school year. The respondents reported that the total enrollment in occupational specific career and applied technology, of the schools served by their projects, was 4,068 students for the 1992-1993 school year. Table 2 reveals that a great amount of data needed in assessing the status of gender equity in Texas secondary public schools was not currently available.

Comments made on the questionnaires by the respondents related to the request for demographic data are listed below:

> "Information not available."
>
> "Information is considered confidential and only TEA has access to it."
>
> "I regret that the majority of the assessment could not be completed - but this information was not available and there was not enough time to acquire the information and get the information in by May 12th."
>
> "Many sections of the questionnaire were left blank due to unavailability of data and turnaround time. The assessment should be part of the R.F.A. so that the data collection can be facilitated during the year."

TABLE 1

IMPLEMENTATION OF THE ESTABLISHED CHARACTERISTICS BY FUNDED GENDER EQUITY PROGRAMS

Characteristics:	Percent of Funded Projects Implementing this Characteristic	Degree of Implementation 1 = low 5 = high
A-1 Equity programs must have trained staff.	94	4
A-2 An assessment must be made to determine students' needs.	88	3
A-3 An assessment must be made to determine staff needs.	94	4
A-4 A survey must be made to determine if instructional materials and resources used are free from sex bias and stereotyping.	71	3
A-5 An assessment must be made to identify resources needed.	88	4
A-6 Equity programs must be developed based on the desired impact of the program.	94	4
A-7 Equity programs must have complete administration and staff support for implementation.	88	3
A-8 Equity programs must include recruitment activities, nontraditional careers, and vocational programs which are free of sex bias and stereotyping.	94	4
A-9 Programs must have evaluation plans.	94	5
A-10 Programs should include coordination with other human service agencies.	94	5
A-11 The sequencing of the courses for the curricula of each student must be reviewed to ensure both content and instructional materials are sex fair.	59	3
A-12 Equity programs must provide activities and materials to develop an understanding of barriers and limitations imposed by sex bias and stereotyping.	94	4
A-13 Equity programs must provide information on non traditional careers for one's gender without bias or stereotyping.	94	5
A-14 Equity programs must provide materials and activities which relate career choices with cultural sensitivity.	88	4

TABLE 1

Characteristics:	Percent of Funded Projects Implementing this Characteristic	Degree of Implementation 1 = low 5 = high
A-15 Equity programs must provide classroom environments which are bias-free for students.	94	4
A-16 Enrollment trends must be monitored.	94	3
A-17 Equity must be promoted to parents and community members through advisory committees, task forces,newsletters, etc.	94	3
A-18 When awareness/orientation classes and/or activities are provided, they must include nontraditional career information.	94	5
B-1 Program directors must be aware of their own attitudes and biases in order to prevent perpetrating sex bias and stereotyping.	94	4
B-2 Teachers must be trained to use classroom procedures and instructional activities which are free of sex bias and stereotyping.	94	4
B-3 Counselors must be trained to focus on counseling and guidance needs of students for life patterns, roles and careers which provide economic independence and life management training free of bias and stereotyping.	94	4
C-1-1 Provisions must be made to encourage students to make academic, career, and personal decisions based on individual abilities, informed interests, and need **RATHER** than on the basis of gender.	94	4
C-1-2 Students must be provided information on work force trends.	94	5
C-1-3 Provisions must be made to encourage students to take courses that lead to economic self-sufficiency.	88	4
C-2-1 There must be a plan of operation which encourages students to enroll in nontraditional careers.	94	3
C-2-2 Opportunities must be made available for students to become aware of nontraditional options at the elementary/middle school levels.	94	4
C-2-3 Students enrolled in or who plan to enroll in nontraditional classes and/or activities must be provided support groups and contacts with role models and counselors.	65	3
C-3-1 Counseling materials including tests, assessments, and inventories must be reviewed to ensure they are free of sex bias and stereotyping.	71	3

TABLE 1

Characteristics:	Percent of Funded Projects Implementing this Characteristic	Degree of Implementation 1 = low 5 = high
C-3-2 Career Counseling materials must be current and reflect new, emerging and nontraditional occupations.	88	4
C-4-1 Placement activities which include assistance for entry into the workforce and/or additional postsecondary training must be provided for students enrolled in and/or completing programs nontraditional to their gender.	65	3
D-1 Preparatory services must be available as needed for students in nontraditional programs or activities for their gender.	65	3
D-2 Vocational programs for skill training must be available.	88	4
D-3 All supplementary support services provided for students who are members of special populations must be available for students participating in nontraditional programs or activities which are nontraditional for their gender, and/or programs and activities for the elimination of sex bias and stereotyping.	76	3
D-4 Dependent care must be provided when needed.	53	3
D-5 Transportation must be provided when needed.	53	3

TABLE 2

DEMOGRAPHIC DATA OF FUNDED PROJECTS

Questions	Responses
A. Project Plans	
1. In developing your gender equity proposal for your competetive discretionary sex equity project, did you:	
a. conduct an assessment to determine the needs for a plan or program to eliminate sex bias/stereotyping in technical/vocational education of	students Yes 59% faculty Yes 82%
b. provide in the proposal for the recruitment of students into nontraditional careers?	Yes 88%
c. include in your proposal for the coordination with other human services agencies? (If Yes, please list at least three of the human services agencies.)	Yes 88%
d. propose to conduct activities and provide materials for faculty to increase their understanding of barriers and limitations imposed by sex bias and stereotyping related to career decisions and preparation?	Yes 100%
e. provide for activities designed to provide classroom and laboratory environments which are sex bias free for students?	Yes 100%
2. How many schools in your Region are participating in your project?	Total 1407
3. How many students in the school districts participating in your program are currently enrolled in occupational specific (grades 11 and 12) vocational education programs?	no response

TABLE 2

Questions		Response
4.	What is the aggregate tenth grade enrollment of the schools participating in your project for: Males? Females?	no response
5.	Do you use an advisory committee to assist you in conducting your sex equity project?	Yes 94%
6.	If you use an advisory committee, how many of the schools that are served by your project are represented on the advisory committee?	Total 1036
B.	Career Guidance and Counseling (Please answer all of the following questions in relation to the schools served by you.)	
1.	In your Region, how many tenth grade female students were provided information about careers that are nontraditional to their gender in 1989-90? 1991-92?	Total for 89-90 7069 Total for 90-91 7537
2.	In your Region, how many tenth grade male students were provided information about careers that are nontraditional to their gender in 1989-90? 1991-92?	Total for 89-90 6044 Total for 90-91 5921
3.	In your Region, how many students participating in nontraditional technical/vocational programs during the 1992-93 school year were provided individual personal counseling needed for coping with gender bias caused by participating in a nontraditional career and applied technology program?	Total 21
4.	In your Region, how many students participating in career and applied technology programs traditional to their gender were provided with group counseling/seminars on gender equity during the 1992-93 school year?	Total 6907
5.	Did you prepare and disseminate a flier or brochure to students in your Region that made them aware of the benefits of pursuing nontraditional career and applied technology programs?	Yes 41%

TABLE 2

Questions		Response
C.	Enrollment	
1.	In your Region, how many students in schools participating in your project are currently enrolled in occupational specific career and applied technology programs?	Total 4068
2.	In your Region, how many males are currently enrolled in occupational specific career and applied technology programs that are nontraditional to their gender?	Total 1705
	a. How many in 1990-1991?	Total 242
3.	In your Region, how many females are currently enrolled in occupational specific career and applied technology programs that are nontraditional to their gender?	Total 2852
	a. How many in 1990-1991?	Total 193
4.	Based on the participating schools' 1992 follow-up, how many males were employed in occupations nontraditional to their gender?	no response
5.	Based on the participating schools' 1992 follow-up, how many females were employed in occupations nontraditional to their gender?	no response
6.	Have you established a goal for increasing the enrollments (in terms of percentage) of students in occupational specific programs nontraditional to their gender?	Total 5%
7.	In your Region, how many students currently enrolled in nontraditional occupational programs at your schools served by you were classified as:	
	a. handicapped (disabled)	no response
	b. academically disadvantaged	no response
	c. economically disadvantaged	no response
	d. limited English proficient	no response

TABLE 2

Questions		Responses
D.	Placement	
1.	Do schools participating in your Sex Equity project provide job placement services for students leaving or completing occupational specific programs?	Yes 29%
2.	Are special efforts made by the participating schools to place students completing nontraditional programs in employment in an occupation directly related to the nontraditional program?	Yes 29%
3.	In the schools served by you, how many students who left or completed occupational specific programs nontraditional to their gender were placed in employment in occupations nontraditional to their gender?	no response
4.	In the schools served by you, how many students who completed a nontraditional occupational specific program in 1992 continued their education in the nontraditional occupation or career?	no response
E.	Students Services	
1.	In your Region, how many schools that you serve are providing preparatory services (as defined by Perkins) for students participating in activities designed to eliminate sex bias/stereotyping in career and applied technology education?	Total 174
2.	If schools participating in your project are providing preparatory services to students currently enrolled in a nontraditional occupational specific program, how many students currently enrolled in a traditional occupational specific program for the first time were provided preparatory services by the participation schools?	Total 3113
3.	In your Region, how many students who are currently enrolled in nontraditional occupational specific programs are provided dependent care services?	Total 170

TABLE 2

Questions		Responses
4.	In your Region, how many students who are currently enrolled in nontraditional occupational specific programs are provided transportation services?	Total 134
5.	In your Region, how many students who are currently enrolled in a nontraditional occupational specific program are participating in Tech Prep?	no response

Cumulative Responses of Public Secondary School Districts

Seventeen school districts and eight Perkins vocational consortia responded with useable returns to the assessment of gender equity in the public schools. A great number of the recipients of the questionnaire called about the assessment. The primary reason for not participating in the assessment , that was given by the schools calling or writing in, was summarized as "The school does not conduct equity activities and are not aware they were required to do so." A list of the school districts and Perkins vocational consortia responding to the questionnaire is presented in Appendix E.

Established Characteristics

The responses to part I of the assessment questionnaire make by all of the respondents is presented in Table 3. Table 3 reveals that none of the characteristics required for a gender equity program received a mean rating of "5" for implementation for the combined ratings of each characteristic of all the responding schools.

The characteristic that had been implemented by the greatest number of responding schools was: "C-1-2 Students must be provided information on work force trends." The characteristic that was implemented by the least number of respondents was: "A-4 A survey must be made to determine if instructional materials and resources used are free from sex bias and stereotyping."

Demographics

Table 4 displays the responses of the public secondary schools to questions related to specific demographics of the schools. Of the seventeen school districts and Perkins consortia responding to the questionnaire, fifty-three percent of the respondents

developed a district plan for cooperating with funded sex equity program. Thirty-nine percent of the respondents included a request for Perkins funds in the annual application for use in eliminating sex bias/stereotyping in technical/vocational programs (career and applied technology education).

Table 4 shows that during the 1989-1990 school year, the respondents provided 4,222 tenth grade females and 4,421 males with information about nontraditional careers. The number of tenth grade females and males provided with information about nontraditional careers by the responding schools during the 1991-1992 school year was respectively 4,580 and 5,380.

Based on the 1992 follow-up of the 1991 enrollments, it was shown that 139 males are employed in occupations nontraditional to their gender and eighty-six females were employed in occupational nontraditional to their gender.

It was reported by the twenty-two responding institutions that of the students currently enrolled in nontraditional technical/vocational programs, 246 were provided with dependent care services and 232 were provided transportation services. Table 3 also shows that students of sixty-four percent of the respondents were being provided gender equity services by the respective service center (funded sex equity project). A review of table 4 reveals that approximately four percent of the males enrolled in a nontraditional vocational program in 1990-1991 were employed in a nontraditional occupation as reported in the 1992 follow-up on program completion. Six percent of the females enrolled in a vocational program nontraditional to their gender were reported by the 1992 follow-up as being employed in a nontraditional occupation.

TABLE 3

The Mean Rating of the Degree of the Implementation of the Established Characteristics Required for Gender Equity Programs by all Public School Respondents

Characteristics:	Percent of Respondents Implementing Characteristic	Degree of Implementation 1 = low 5 = high	Percent of Respondents involved in the Implementation
A-1 Equity programs must have trained staff.	71	4	53
A-2 An assessment must be made to determine students' needs.	75	4	57
A-3 An assessment must be made to determine staff needs.	65	4	52
A-4 A survey must be made to determine if instructional materials and resources used are free from sex bias and stereotyping.	52	3	47
A-5 An assessment must be made to identify resources needed.	66	4	45
A-6 Equity programs must be developed based on the desired impact of the program.	61	3	47
A-7 Equity programs must have complete administration and staff support for implementation.	75	4	58
A-8 Equity programs must include recruitment activities, nontraditional careers, and vocational programs which are free of sex bias and stereotyping.	89	4	68
A-9 Programs must have evaluation plans.	72	4	52
A-10 Programs should include coordination with other human service agencies.	68	4	54
A-11 The sequencing of the courses for the curricula of each student must be reviewed to ensure both content and instructional materials are sex fair.	63	4	48

TABLE 3

Characteristics:	Percent of Respondents Implementing Characteristics	Degree of Implementation 1 = low 5 = high	Percent of Respondents Involved in Implementation
A-12 Equity programs must provide activities and materials to develop an understanding of barriers and limitations imposed by sex bias and stereotyping.	70	4	51
A-13 Equity programs must provide information on nontraditional careers for one's gender without bias or stereotyping.	89	4	54
A-14 Equity programs must provide materials and activities which relate career choices with cultural sensitivity.	77	4	48
A-15 Equity programs must provide classroom environments which are bias-free for students.	84	4	51
A-16 Enrollment trends must be monitored.	81	4	54
A-17 Equity must be promoted to parents and community members through advisory committees, task forces,newsletters, etc.	72	4	52
A-18 When awareness/orientation classes and/or activities are provided, they must include nontraditional career information.	91	4	57
B-1 Program directors must be aware of their own attitudes and biases in order to prevent perpetrating sex bias and stereotyping.	82	4	55
B-2 Teachers must be trained to use classroom procedures and instructional activities which are free of sex bias and stereotyping.	75	4	49
B-3 Counselors must be trained to focus on counseling and guidance needs of students for life patterns, roles and careers which provide economic independence and life management training free of bias and stereotyping.	89	4	55
C-1-1 Provisions must be made to encourage students to make academic, career, and personal decisions based on individual abilities, informed interests, and need RATHER than on the basis of gender.	90	4	63

TABLE 3

Characteristics:	Percent of Respondents Implementing Characteristics	Degree of Implementation 1 = low 5 = high	Percent of Respondents Involved in Implementation
C-1-2 Students must be provided information on work force trends.	95	4	60
C-1-3 Provisions must be made to encourage students to take courses that lead to economic self-sufficiency.	91	4	64
C-2-1 There must be a plan of operation which encourages students to enroll in nontraditional careers.	75	3	59
C-2-2 Opportunities must be made available for students to become aware of nontraditional options at the elementary/middle school levels.	73	3	49
C-2-3 Students enrolled in or who plan to enroll in nontraditional classes and/or activities must be provided support groups and contacts with role models and counselors.	61	3	63
C-3-1 Counseling materials including tests, assessments, and inventories must be reviewed to ensure they are free of sex bias and stereotyping.	80	4	58
C-3-2 Career Counseling materials must be current and reflect new, emerging and nontraditional occupations.	87	4	62
C-4-1 Placement activities which include assistance for entry into the workforce and/or additional postsecondary training must be provided for students enrolled in and/or completing programs nontraditional to their gender.	67	3	53
D-1 Preparatory services must be available as needed for students in nontraditional programs or activities for their gender.	58	3	51
D-2 Vocational programs for skill training must be available.	88	4	60
D-3 All supplementary support services provided for students who are members of special populations must be available for students participating in nontraditional programs or activities which are nontraditional for their gender, and/or programs and activities for the elimination of sex bias and stereotyping.	85	4	59

TABLE 3

Characteristics:	Percent of Respondents Implementing Characteristics	Degree of Implementation 1 = low 5 = high	Percent of Respondents Involved in Implementation
D-4 Dependent care must be provided when needed.	59	4	56
D-5 Transportation must be provided when needed.	62	4	52

TABLE 4

DEMOGRAPHIC DATA OF SECONDARY SCHOOLS RESPONDING TO THE ASSESSMENT QUESTIONNAIRES

Questions		Responses
A.	Institutional Plans	
1.	Did your school district develop a plan, as part of the annual application for Perkins funds, for cooperating with funded sex equity programs carried out under section 222 of the Perkins Act?	Yes 53%
2.	Did your school district budget any funds in the annual application for use in eliminating sex bias/stereotyping in technical/vocational programs?	Yes 39%
3.	Has a single individual been assigned the responsibility of carrying out the plan described in the annual application for cooperating with the sex equity programs carried out under section 222?	Yes 40%
4.	If your answer to question "3" was yes, please write in the name and title of the individual assigned.	
5.	In developing your gender equity plan for your Annual Application did your district:	
a.	conduct an assessment to determine the needs for a plan or program to eliminate sex bias/stereotyping in technical/ vocational education of	Students Yes 24% Faculty Yes 22%
b.	provide in the plan for the recruitment of students into nontraditional careers?	Yes 50%
c.	include in the plan for the coordination with other human services agencies?	Yes 30%

TABLE 4

Questions		Responses
d.	provide activities and materials for faculty to increase their understanding of barriers and limitations imposed by sex bias and stereotyping related to career decisions and preparation?	Yes 39%
e.	provide for activities designed to provide classroom and laboratory environments which are sex bias free for students?	Yes 43%
B.	Career Guidance and Counseling	
1.	How many tenth grade female students in your district were provided information about careers that are nontraditional to their gender in 1989-90? 1991-92?	Total for 89-90 4222 Total for 91-92 4580
2.	How many tenth grade male students in your district were provided information about careers that are nontraditional to their gender in 1989-90? 1991-92?	Total for 89-90 4221 Total for 91-92 5380
3.	How many students participating in nontraditional technical/vocational programs during the 1992-93 school year were provided individual personal counseling needed for coping with gender bias caused by participating in a nontraditional technical/vocational program?	Total 612
4.	How many students participating in technical/vocational programs nontraditional to their gender were provided with group counseling/seminars on gender equity during the 1992-93 school year?	Total 2367
5.	Did your district prepare and disseminate a flier or brochure to students that made them aware of the benefits of pursuing nontraditional technical/vocational programs?	Yes 18%

TABLE 4

Questions		Responses
6.	If your answer to question B-5 was "Yes", please enclose a copy of the flier or brochure with this questionnaire.	
C.	Enrollment	
1.	How many students in your district are currently enrolled in technical/vocational programs?	Total 32154
2.	How many males are currently enrolled in technical/vocational programs that are nontraditional to their gender?	Total 6899
	a. How many in 1990-1991?	Total 3419
3.	How many females are currently enrolled in technical/vocational programs that are nontraditional to their gender?	Total 4910
	a. How many in 1990-1991?	Total 2020
4.	Based on your 1992 follow-up, how many males were employed in occupations nontraditional to their gender?	Total 139
5.	Based on your 1992 follow-up, how many females were employed in occupations nontraditional to their gender?	Total 86
6.	Did you establish a goal for increasing the enrollments (in terms of percentage) of students in technical/vocational programs nontraditional to their gender?	Yes 29%
7.	How many students currently enrolled in nontraditional technical/vocational programs in your district were classified as:	

TABLE 4

Questions		Responses
a.	handicapped (disabled)	Total 437
b.	academically disadvantaged	Total 1609
c.	economically disadvantaged	Total 1878
d.	limited English proficient	Total 437

D. Placement

1.	Does your district provide job placement services for students leaving or completing technical/vocational programs?	Yes 32%
2.	Are special efforts made to place students completing nontraditional programs in employment in an occupation directly related to the nontraditional program?	Yes 36%
3.	How many students who left or completed technical/vocational programs nontraditional to their gender were placed in employment in occupations nontraditional to their gender?	Total 45
4.	How many students who completed a nontraditional technical/vocational program in 1992 continued their education in the nontraditional occupation or career?	Total 36

E. Students Services

1.	Are preparatory services (as defined by Perkins) provided for students participating in activities designed to eliminate sex bias/stereotyping in technical/vocation education at your institution?	Yes 46%

If your answer is "Yes",

TABLE 4

Questions			Responses
	a.	How many students currently enrolled in a nontraditional technical/vocational program for the first time were provided preparatory services?	Total 781
	b.	How many students currently enrolled in a traditional technical/vocational program for the first time were provided preparatory services?	Total 4868
2.		Are the preparatory services (as defined by Perkins) provided for other technical/vocational majors who are classified as members of special populations at your institution?	Yes 55%
3.		How many students who are currently enrolled in nontraditional technical/vocational programs are provided dependent care services?	Total 246
4.		How many students who are currently enrolled in a nontraditional technical/vocational programs are provided transportation services?	Total 232
5.		How many students who are currently enrolled in a nontraditional technical/vocational program are participating in Tech Prep?	Total 373
6.		Have all of your teachers who teach students enrolled in occupational specific vocational education programs participated in inservice training designed to eliminate sex bias and stereotyping in vocational education?	Yes 59%
7.		Does your district provide an opportunity for teachers and counselors working with vocational students to participate, on an annual basis, in inservice training designed to eliminate sex bias and stereotyping in vocational education?	Yes 59%

TABLE 4

Questions	Responses
8. Does your respective educational service center serve as a resource in achieving gender equity in vocational education to your:	
a. academic teacher?	Yes 69%
b. vocational teacher?	Yes 73%
c. counselors?	Yes 70%
d. students?	Yes 64%
e. administrators?	Yes 70%

It was reported by fifty-nine percent of the respondents that all teachers who taught students enrolled in vocational education had participated in inservice training designed to eliminate sex bias and stereotyping in vocational education. The same number of school (59%) provided an opportunity for teachers and counselors, on an annual basis, to participate in inservice training designed to eliminate sex bias and stereotyping in vocational education.

High School Principals
High School Counselors
Special Populations Coordinators
Administrators of Career and Applied Technology Education

Established Characteristics

The responses of the high school principals, counselors, specials populations coordinators, and administrators of vocational education (career and applied technology education) are presented respectively in tables 5, 6, 7, and 8.

These tables reveal that the individual respondents were to a great degree in the implementation of the established characteristics of a gender equity program for their school.

A review of tables 5, 6, 7, and 8 reveals that the responses support the data presented in table 3.

Demographics

The demographics reported by the four categories of respondents are presented in tables 9, 10, 11, and 12. The demographics on these tables support the data presented in table 4. The answer to Question 4 of the questionnaire used in compiling the responses of tables 9, 10, 11, and 12 was not reported on any of the tables. Question 4 "If your answer to question '3' was yes, please write in the name and title of the individual

assigned" was answered by forty percent of the respondents. Respondents of ten school districts listed the vocational administrator as the individual assigned the responsibility for the district's sex equity programs. The special populations coordinator was assigned the responsibility for the sex equity program by two of the school districts participating in the assessment.

Comments made by the respondents on the assessment questionnaire included:

"I don't know the meaning of prepatory services."; and

"I really don't know about any of this."

TABLE 5

Responses of High School Principals to the Implementation of the Established Characteristics Required for Gender Equity Programs

Characteristics:	Percent of Respondents Implementing Characteristic	Degree of Implementation 1 = low 5 = high	Percent of Respondents Involved in Implementation
A-1 Equity programs must have trained staff.	76	3	56
A-2 An assessment must be made to determine students' needs.	76	4	56
A-3 An assessment must be made to determine staff needs.	76	3	88
A-4 A survey must be made to determine if instructional materials and resources used are free from sex bias and stereotyping.	33	3	71
A-5 An assessment must be made to identify resources needed.	52	3	27
A-6 Equity programs must be developed based on the desired impact of the program.	62	3	62
A-7 Equity programs must have complete administration and staff support for implementation.	71	4	80
A-8 Equity programs must include recruitment activities, nontraditional careers, and vocational programs which are free of sex bias and stereotyping.	81	4	65
A-9 Programs must have evaluation plans.	62	3	46
A-10 Programs should include coordination with other human service agencies.	52	3	55
A-11 The sequencing of the courses for the curricula of each student must be reviewed to ensure both content and instructional materials are sex fair.	71	3	40
A-12 Equity programs must provide activities and materials to develop an understanding of barriers and limitations imposed by sex bias and stereotyping.	62	3	46

TABLE 5

Characteristics:	Percent of Respondents Implementing Characteristic	Degree of Implementation 1 = low 5 = high	Percent of Respondents Involved in Implementation
A-13 Equity programs must provide information on nontraditional careers for one's gender without bias or stereotyping.	86	4	39
A-14 Equity programs must provide materials and activities which relate career choices with cultural sensitivity.	81	4	35
A-15 Equity programs must provide classroom environments which are bias-free for students.	86	4	67
A-16 Enrollment trends must be monitored.	81	3	59
A-17 Equity must be promoted to parents and community members through advisory committees, task forces,newsletters, etc.	76	3	44
A-18 When awareness/orientation classes and/or activities are provided, they must include nontraditional career information.	90	4	32
B-1 Program directors must be aware of their own attitudes and biases in order to prevent perpetrating sex bias and stereotyping.	76	4	50
B-2 Teachers must be trained to use classroom procedures and instructional activities which are free of sex bias and stereotyping.	76	4	69
B-3 Counselors must be trained to focus on counseling and guidance needs of students for life patterns, roles and careers which provide economic independence and life management training free of bias and stereotyping.	76	4	50
C-1-1 Provisions must be made to encourage students to make academic, career, and personal decisions based on individual abilities, informed interests, and need **RATHER** than on the basis of gender.	76	4	56
C-1-2 Students must be provided information on work force trends.	90	4	42
C-1-3 Provisions must be made to encourage students to take courses that lead to economic self-sufficiency.	90	4	58
C-2-1 There must be a plan of operation which encourages students to enroll in nontraditional careers.	71	4	53

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TABLE 5

Characteristics:	Percent of Respondents Implementing Characteristic	Degree of Implementation 1 = low 5 = high	Percent of Respondents Involved in Implementation
C-2-2 Opportunities must be made available for students to become aware of nontraditional options at the elementary/middle school levels.	71	3	40
C-2-3 Students enrolled in or who plan to enroll in nontraditional classes and/or activities must be provided support groups and contacts with role models and counselors.	62	3	46
C-3-1 Counseling materials including tests, assessments, and inventories must be reviewed to ensure they are free of sex bias and stereotyping.	81	3	35
C-3-2 Career Counseling materials must be current and reflect new, emerging and nontraditional occupations.	81	4	35
C-4-1 Placement activities which include assistance for entry into the workforce and/or additional postsecondary training must be provided for students enrolled in and/or completing programs nontraditional to their gender.	67	3	43
D-1 Preparatory services must be available as needed for students in nontraditional programs or activities for their gender.	57	3	42
D-2 Vocational programs for skill training must be available.	90	4	42
D-3 All supplementary support services provided for students who are members of special populations must be available for students participating in nontraditional programs or activities which are nontraditional for their gender, and/or programs and activities for the elimination of sex bias and stereotyping.	81	4	53
D-4 Dependent care must be provided when needed.	57	4	58
D-5 Transportation must be provided when needed.	62	4	69

TABLE 6

Responses of High School Counselors to the Implementation of the Established Characteristics Required for Gender Equity Programs

Characteristics:	Percent of Respondents Implementing Characteristic	Degree of Implementation 1 = low 5 = High	Percent of Respondents Involved in Implementation
A-1 Equity programs must have trained staff.	68	3	58
A-2 An assessment must be made to determine students' needs.	51	3	80
A-3 An assessment must be made to determine staff needs.	51	4	47
A-4 A survey must be made to determine if instructional materials and resources used are free from sex bias and stereotyping.	62	4	47
A-5 An assessment must be made to identify resources needed.	49	3	57
A-6 Equity programs must be developed based on the desired impact of the program.	68	3	61
A-7 Equity programs must have complete administration and staff support for implementation.	81	4	52
A-8 Equity programs must include recruitment activities, nontraditional careers, and vocational programs which are free of sex bias and stereotyping.	57	4	83
A-9 Programs must have evaluation plans.	65	3	48
A-10 Programs should include coordination with other human service agencies.	62	3	63
A-11 The sequencing of the courses for the curricula of each student must be reviewed to ensure both content and instructional materials are sex fair.	62	3	52
A-12 Equity programs must provide activities and materials to develop an understanding of barriers and limitations imposed by sex bias and stereotyping.			

TABLE 6

Characteristics:	Percent of Respondents Implementing Characteristic	Degree of Implementation 1 = low 5 = high	Percent of Respondents Involved in Implementation
A-13 Equity programs must provide information on nontraditional careers for one's gender without bias or stereotyping.	84	4	77
A-14 Equity programs must provide materials and activities which relate career choices with cultural sensitivity.	65	4	58
A-15 Equity programs must provide classroom environments which are bias-free for students.	76	4	50
A-16 Enrollment trends must be monitored.	73	4	52
A-17 Equity must be promoted to parents and community members through advisory committees, task forces,newsletters, etc.	62	3	70
A-18 When awareness/orientation classes and/or activities are provided, they must include nontraditional career information.	89	4	79
B-1 Program directors must be aware of their own attitudes and biases in order to prevent perpetrating sex bias and stereotyping.	70	4	62
B-2 Teachers must be trained to use classroom procedures and instructional activities which are free of sex bias and stereotyping.	65	4	46
B-3 Counselors must be trained to focus on counseling and guidance needs of students for life patterns, roles and careers which provide economic independence and life management training free of bias and stereotyping.	89	4	85
C-1-1 Provisions must be made to encourage students to make academic, career, and personal decisions based on individual abilities, informed interests, and need **RATHER** than on the basis of gender.	92	4	88
C-1-2 Students must be provided information on work force trends.	95	4	80
C-1-3 Provisions must be made to encourage students to take courses that lead to economic self-sufficiency.	86	4	88
C-2-1 There must be a plan of operation which encourages students to enroll in nontraditional careers.	70	3	81

Characteristics:	Percent of Respondents Implementing Characteristic	Degree of Implementation 1 = low 5 = high	Percent of Respondents Involved in Implementation
C-2-2 Opportunities must be made available for students to become aware of nontraditional options at the elementary/middle school levels.	59	3	64
C-2-3 Students enrolled in or who plan to enroll in nontraditional classes and/or activities must be provided support groups and contacts with role models and counselors.	54	3	85
C-3-1 Counseling materials including tests, assessments, and inventories must be reviewed to ensure they are free of sex bias and stereotyping.	78	4	79
C-3-2 Career Counseling materials must be current and reflect new, emerging and nontraditional occupations.	84	4	94
C-4-1 Placement activities which include assistance for entry into the workforce and/or additional postsecondary training must be provided for students enrolled in and/or completing programs nontraditional to their gender.	59	4	68
D-1 Preparatory services must be available as needed for students in nontraditional programs or activities for their gender.	54	3	80
D-2 Vocational programs for skill training must be available.	81	4	73
D-3 All supplementary support services provided for students who are members of special populations must be available for students participating in nontraditional programs or activities which are nontraditional for their gender, and/or programs and activities for the elimination of sex bias and stereotyping.	86	4	66
D-4 Dependent care must be provided when needed.	62	4	61
D-5 Transportation must be provided when needed.	73	4	56

TABLE 7

Responses of Special Populations Coordinators to the Implementation of the Established Characteristics Required for Gender Equity Programs

Characteristics:	Percent of Respondents Implementing Characteristic	Degree of Implementation 1 = low 5 = high	Percent of Respondents Involved in Implementation
A-1 Equity programs must have trained staff.	55	4	83
A-2 An assessment must be made to determine students' needs.	82	4	89
A-3 An assessment must be made to determine staff needs.	55	4	83
A-4 A survey must be made to determine if instructional materials and resources used are free from sex bias and stereotyping.	64	3	57
A-5 An assessment must be made to identify resources needed.	73	4	63
A-6 Equity programs must be developed based on the desired impact of the program.	63	3	71
A-7 Equity programs must have complete administration and staff support for implementation.	82	4	89
A-8 Equity programs must include recruitment activities, nontraditional careers, and vocational programs which are free of sex bias and stereotyping.	100	4	91
A-9 Programs must have evaluation plans.	73	4	88
A-10 Programs should include coordination with other human service agencies.	45	4	100
A-11 The sequencing of the courses for the curricula of each student must be reviewed to ensure both content and instructional materials are sex fair.	45	4	80
A-12 Equity programs must provide activities and materials to develop an understanding of barriers and limitations imposed by sex bias and stereotyping.	82	3	67

TABLE 7

Characteristics:	Percent of Respondents Implementing Characteristic	Degree of Implementation 1 = low 5 = high	Percent of Respondents Involved in Implementation
A-13 Equity programs must provide information on nontraditional careers for one's gender without bias or stereotyping.	91	4	80
A-14 Equity programs must provide materials and activities which relate career choices with cultural sensitivity.	73	4	75
A-15 Equity programs must provide classroom environments which are bias-free for students.	82	4	78
A-16 Enrollment trends must be monitored.	82	4	89
A-17 Equity must be promoted to parents and community members through advisory committees, task forces,newsletters, etc.	55	4	100
A-18 When awareness/orientation classes and/or activities are provided, they must include nontraditional career information.	82	4	100
B-1 Program directors must be aware of their own attitudes and biases in order to prevent perpetrating sex bias and stereotyping.	82	4	67
B-2 Teachers must be trained to use classroom procedures and instructional activities which are free of sex bias and stereotyping.	73	4	63
B-3 Counselors must be trained to focus on counseling and guidance needs of students for life patterns, roles and careers which provide economic independence and life management training free of bias and stereotyping.	91	4	70
C-1-1 Provisions must be made to encourage students to make academic, career, and personal decisions based on individual abilities, informed interests, and need **RATHER** than on the basis of gender.	100	4	82
C-1-2 Students must be provided information on work force trends.	100	3	64
C-1-3 Provisions must be made to encourage students to take courses that lead to economic self-sufficiency.	91	3	60
C-2-1 There must be a plan of operation which encourages students to enroll in nontraditional careers.	73	3	63

TABLE 7

Characteristics:	Percent of Respondents Implementing Characteristic	Degree of Implementation 1 = low 5 = high	Percent of Respondents Involved in Implementation
C-2-2 Opportunities must be made available for students to become aware of nontraditional options at the elementary/middle school levels.	64	4	86
C-2-3 Students enrolled in or who plan to enroll in nontraditional classes and/or activities must be provided support groups and contacts with role models and counselors.	73	3	100
C-3-1 Counseling materials including tests, assessments, and inventories must be reviewed to ensure they are free of sex bias and stereotyping.	82	4	100
C-3-2 Career Counseling materials must be current and reflect new, emerging and nontraditional occupations.	82	4	78
C-4-1 Placement activities which include assistance for entry into the workforce and/or additional postsecondary training must be provided for students enrolled in and/or completing programs nontraditional to their gender.	55	3	83
D-1 Preparatory services must be available as needed for students in nontraditional programs or activities for their gender.	64	3	57
D-2 Vocational programs for skill training must be available.	100	4	82
D-3 All supplementary support services provided for students who are members of special populations must be available for students participating in nontraditional programs or activities which are nontraditional for their gender, and/or programs and activities for the elimination of sex bias and stereotyping.	100	4	82
D-4 Dependent care must be provided when needed.	36	4	50
D-5 Transportation must be provided when needed.	45	4	20

TABLE 8

Responses of Administrators of Career and Technology Programs to the Implementation of the Established Characteristics Required for Gender Equity Programs

Characteristics:	Percent of Respondents Implementing Characteristic	Degree of Implementation 1 = low 5 = high	Percent of Respondents Involved in Implemention
A-1 Equity programs must have trained staff.	69	4	78
A-2 An assessment must be made to determine students' needs.	73	3	58
A-3 An assessment must be made to determine staff needs.	62	3	63
A-4 A survey must be made to determine if instructional materials and resources used are free from sex bias and stereotyping.	50	4	69
A-5 An assessment must be made to identify resources needed.	65	4	71
A-6 Equity programs must be developed based on the desired impact of the program.	58	3	60
A-7 Equity programs must have complete administration and staff support for implementation.	81	3	76
A-8 Equity programs must include recruitment activities, nontraditional careers, and vocational programs which are free of sex bias and stereotyping.	100	4	85
A-9 Programs must have evaluation plans.	88	4	83
A-10 Programs should include coordination with other human service agencies.	81	3	71
A-11 The sequencing of the courses for the curricula of each student must be reviewed to ensure both content and instructional materials are sex fair.	69	3	67
A-12 Equity programs must provide activities and materials to develop an understanding of barriers and limitations imposed by sex bias and stereotyping.	69	3	83

TABLE 8

Characteristics:	Percent of Respondents Implementing Characteristic	Degree of Implementation 1 = low 5 = high	Percent of Respondents Involved in Implementation
A-13 Equity programs must provide information on nontraditional careers for one's gender without bias or stereotyping.	96	4	72
A-14 Equity programs must provide materials and activities which relate career choices with cultural sensitivity.	88	4	70
A-15 Equity programs must provide classroom environments which are bias-free for students.	92	4	63
A-16 Enrollment trends must be monitored.	85	4	77
A-17 Equity must be promoted to parents and community members through advisory committees, task forces,newsletters, etc.	77	3	65
A-18 When awareness/orientation classes and/or activities are provided, they must include nontraditional career information.	96	4	68
B-1 Program directors must be aware of their own attitudes and biases in order to prevent perpetrating sex bias and stereotyping.	96	4	84
B-2 Teachers must be trained to use classroom procedures and instructional activities which are free of sex bias and stereotyping.	81	4	71
B-3 Counselors must be trained to focus on counseling and guidance needs of students for life patterns, roles and careers which provide economic independence and life management training free of bias and stereotyping.	96	4	48
C-1-1 Provisions must be made to encourage students to make academic, career, and personal decisions based on individual abilities, informed interests, and need **RATHER** than on the basis of gender.	92	4	67
C-1-2 Students must be provided information on work force trends.	96	4	84
C-1-3 Provisions must be made to encourage students to take courses that lead to economic self-sufficiency.	96	4	84
C-2-1 There must be a plan of operation which encourages students to enroll in nontraditional careers.	81	3	76

TABLE 8

Characteristics:	Percent of Respondents Implementing Characteristic	Degree of Implementation 1 = low 5 = high	Percent of Respondents Involved in Implementation
C-2-2 Opportunities must be made available for students to become aware of nontraditional options at the elementary/middle school levels.	88	3	61
C-2-3 Students enrolled in or who plan to enroll in nontraditional classes and/or activities must be provided support groups and contacts with role models and counselors.	62	3	75
C-3-1 Counseling materials including tests, assessments, and inventories must be reviewed to ensure they are free of sex bias and stereotyping.	92	4	58
C-3-2 Career Counseling materials must be current and reflect new, emerging and nontraditional occupations.	100	4	69
C-4-1 Placement activities which include assistance for entry into the workforce and/or additional postsecondary training must be provided for students enrolled in and/or completing programs nontraditional to their gender.	85	4	64
D-1 Preparatory services must be available as needed for students in nontraditional programs or activities for their gender.	58	3	53
D-2 Vocational programs for skill training must be available.	92	4	83
D-3 All supplementary support services provided for students who are members of special populations must be available for students participating in nontraditional programs or activities which are nontraditional for their gender, and/or programs and activities for the elimination of sex bias and stereotyping.	88	4	74
D-4 Dependent care must be provided when needed.	69	4	78
D-5 Transportation must be provided when needed.	58	4	73

TABLE 9

Demographic Data of Principals of Secondary Schools Responding to the Assessment Questionnaires for Gender Equity Programs

Questions:	Responses:
A. Institutional Plans	
1. Did your campus develop a plan, as part of the annual application for Perkins funds, for cooperating with funded sex equity programs carried out under section 222 of the Perkins Act?	Yes = 52%
2. Did your campus budget any funds in the annual application for use in eliminating sex bias/stereotyping in technical/vocational programs?	Yes = 38%
3. Has a single individual been assigned the responsibility of carrying out the plan described in the annual application for cooperating with the sex equity programs carried out under section 222?	Yes = 29%
5. In developing your gender equity plan for your Annual Application did your campus:	
a. conduct an assessment to determine the needs for a plan or program to eliminate sex bias/stereotyping in technical/ vocational education of students? Faculty?	Students - Yes = 24% Faculty - Yes = 24%
b. provide in the plan for the recruitment of students into nontraditional careers?	Yes = 48%
c. include in the plan for the coordination with other human services agencies?	Yes = 19%
d. provide activities and materials for faculty to increase their understanding of barriers and limitations imposed by sex bias and stereotyping related to career decisions and preparation?	Yes = 43%

TABLE 9

Questions:	Responses:
e. provide for activities designed to provide classroom and laboratory environments which are sex bias free for students?	Yes = 52%
B. Career Guidance and Counseling	
1. How many tenth grade female students on your campus were provided information about careers that are nontraditional to their gender in 1989-90? 1991-92?	Total for 1989-1990 = 352 Total for 1990-1991 = 417
2. How many tenth grade male students on your campus were provided information about careers that are nontraditional to their gender in 1989-90? 1991-92?	Total for 1989-1990 = 389 Total for 1990-1991 = 648
3. How many students participating in nontraditional technical/vocational programs during the 1992-93 school year were provided individual personal counseling needed for coping with gender bias caused by participating in a nontraditional technical/vocational program?	Total = 108
4. How many students participating in technical/vocational programs nontraditional to their gender were provided with group counseling/seminars on gender equity during the 1992-93 school year?	Total = 300
5. Did your campus prepare and disseminate a flier or brochure to students that made them aware of the benefits of pursuing nontraditional technical/vocational programs?	Yes = 5%
C. Enrollment	
1. How many students in your campus are currently enrolled in technical/vocational programs?	Total = 14,848
2. How many males are currently enrolled in technical/vocational programs that are nontraditional to their gender?	Total = 1425

TABLE 9

Questions:	Responses:
a. How many in 1990-1991?	Total = 675
3. How many females are currently enrolled in technical/vocational programs that are nontraditional to their gender?	Total = 1168
a. How many in 1990-1991?	Total = 483
4. Based on your 1992 follow-up, how many males were employed in occupations nontraditional to their gender?	Total = 24
5. Based on your 1992 follow-up, how many females were employed in occupations nontraditional to their gender?	Total = 12
6. Did you establish a goal for increasing the enrollments (in terms of percentage) of students in technical/vocational programs nontraditional to their gender?	Yes = 33%
7. How many students currently enrolled in nontraditional technical/vocational programs on your campus were classified as:	
a. handicapped (disabled)	Total = 19
b. academically disadvantaged	Total = 314
c. economically disadvantaged	Total = 452
d. limited English proficient	Total = 17
D. Placement	
1. Does your campus provide job placement services for students leaving or completing technical/vocational programs?	Yes = 29%
2. Are special efforts made to place students completing nontraditional programs in employment in an occupation directly related to the nontraditional program?	Yes = 19%

TABLE 9

Questions:	Responses:
3. How many students who left or completed technical/vocational programs nontraditional to their gender were placed in employment in occupations nontraditional to their gender?	Total = 7
4. How many students who completed a nontraditional technical/vocational program in 1992 continued their education in the nontraditional occupation or career?	Total = 7
E. Students Services	
1. Are preparatory services (as defined by Perkins) provided for students participating in activities designed to eliminate sex bias/stereotyping in technical/vocation education at your institution?	Yes = 43%
If your answer is "Yes",	
a. How many students currently enrolled in a nontraditional technical/vocational program for the first time were provided preparatory services?	Total = 344
b. How many students currently enrolled in a traditional technical/vocational program for the first time were provided preparatory services?	Total = 1107
2. Are the preparatory services (as defined by Perkins) provided for other technical/vocational majors who are classified as members of special populations at your institution?	Yes = 52%
3. How many students who are currently enrolled in nontraditional technical/vocational programs are provided dependent care services?	Total = 56
4. How many students who are currently enrolled in a nontraditional technical/vocational programs are provided transportation services?	Total = 182

TABLE 9

Questions:	Responses:
5. How many students who are currently enrolled in a nontraditional technical/vocational program are participating in Tech Prep?	Total = 38
6. Have all of your teachers who teach students enrolled in occupational specific vocational education programs participated in inservice training designed to eliminate sex bias and stereotyping in vocational education?	Yes = 57%
7. Does your campus provide an opportunity for teachers and counselors working with vocational students to participate, on an annual basis, in inservice training designed to eliminate sex bias and stereotyping in vocational education?	Yes = 52%
8. Does your respective educational service center serve as a resource in achieving gender equity in vocational education to your:	
a. academic teacher?	Yes = 62%
b. vocational teacher?	Yes = 67%
c. counselors?	Yes = 57%
d. students?	Yes = 57%
e. administrators?	Yes = 62%

TABLE 10

Demographic Data of Counselors of Secondary Schools
Responding to the Assessment Questionnaires for Gender Equity

Questions:	Responses:
A. Institutional Plans	
1. Did your campus develop a plan, as part of the annual application for Perkins funds, for cooperating with funded sex equity programs carried out under section 222 of the Perkins Act?	Yes = 54%
2. Did your campus budget any funds in the annual application for use in eliminating sex bias/stereotyping in technical/vocational programs?	Yes = 41%
3. Has a single individual been assigned the responsibility of carrying out the plan described in the annual application for cooperating with the sex equity programs carried out under section 222?	Yes = 35%
5. In developing your gender equity plan for your Annual Application did your campus:	
a. conduct an assessment to determine the needs for a plan or program to eliminate sex bias/stereotyping in technical/ vocational education of students? Faculty?	Students - Yes = 33% Faculty - Yes = 27%
b. provide in the plan for the recruitment of students into nontraditional careers?	Yes = 43%
c. include in the plan for the coordination with other human services agencies?	Yes = 24%
d. provide activities and materials for faculty to increase their understanding of barriers and limitations imposed by sex bias and stereotyping related to career decisions and preparation?	Yes = 32%

TABLE 10

Questions:	Responses:
e. provide for activities designed to provide classroom and laboratory environments which are sex bias free for students?	Yes = 43%
B. Career Guidance and Counseling	
1. How many tenth grade female students on your campus were provided information about careers that are nontraditional to their gender in 1989-90? 1991-92?	Total for 1989-1990 = 1857 Total for 1990-1991 = 2286
2. How many tenth grade male students on your campus were provided information about careers that are nontraditional to their gender in 1989-90? 1991-92?	Total for 1989-1990 = 1898 Total for 1990-1991 = 2253
3. How many students participating in nontraditional technical/vocational programs during the 1992-93 school year were provided individual personal counseling needed for coping with gender bias caused by participating in a nontraditional technical/vocational program?	Total = 472
4. How many students participating in technical/vocational programs nontraditional to their gender were provided with group counseling/seminars on gender equity during the 1992-93 school year?	Total = 1211
5. Did your campus prepare and disseminate a flier or brochure to students that made them aware of the benefits of pursuing nontraditional technical/vocational programs?	Yes = 22%
C. Enrollment	
1. How many students in your campus are currently enrolled in technical/vocational programs?	Total = 18,770
2. How many males are currently enrolled in technical/vocational programs that are nontraditional to their gender?	Total = 1656

TABLE 10

Questions:	Responses:
a. How many in 1990-1991?	Total = 556
3. How many females are currently enrolled in technical/vocational programs that are nontraditional to their gender?	Total = 596
a. How many in 1990-1991?	Total = 245
4. Based on your 1992 follow-up, how many males were employed in occupations nontraditional to their gender?	Total = 63
5. Based on your 1992 follow-up, how many females were employed in occupations nontraditional to their gender?	Total = 27
6. Did you establish a goal for increasing the enrollments (in terms of percentage) of students in technical/vocational programs nontraditional to their gender?	Yes = 30%
7. How many students currently enrolled in nontraditional technical/vocational programs on your campus were classified as:	
a. handicapped (disabled)	Total = 157
b. academically disadvantaged	Total = 485
c. economically disadvantaged	Total = 391
d. limited English proficient	Total = 103
D. Placement	
1. Does your campus provide job placement services for students leaving or completing technical/vocational programs?	Yes = 32%
2. Are special efforts made to place students completing nontraditional programs in employment in an occupation directly related to the nontraditional program?	Yes = 38%

TABLE 10

Questions:	Responses:
3. How many students who left or completed technical/vocational programs nontraditional to their gender were placed in employment in occupations nontraditional to their gender?	Total = 17
4. How many students who completed a nontraditional technical/vocational program in 1992 continued their education in the nontraditional occupation or career?	Total = 24
E. Students Services	
1. Are preparatory services (as defined by Perkins) provided for students participating in activities designed to eliminate sex bias/stereotyping in technical/vocation education at your institution?	Yes = 32%
If your answer is "Yes",	
a. How many students currently enrolled in a nontraditional technical/vocational program for the first time were provided preparatory services?	Total = 327
b. How many students currently enrolled in a traditional technical/vocational program for the first time were provided preparatory services?	Total = 52
2. Are the preparatory services (as defined by Perkins) provided for other technical/vocational majors who are classified as members of special populations at your institution?	Yes = 43%
3. How many students who are currently enrolled in nontraditional technical/vocational programs are provided dependent care services?	Total = 68
4. How many students who are currently enrolled in a nontraditional technical/vocational programs are provided transportation services?	Total = 142

TABLE 10

Questions:		Responses:
5.	How many students who are currently enrolled in a nontraditional technical/vocational program are participating in Tech Prep?	Total = 92
6.	Have all of your teachers who teach students enrolled in occupational specific vocational education programs participated in inservice training designed to eliminate sex bias and stereotyping in vocational education?	Yes = 57%
7.	Does your campus provide an opportunity for teachers and counselors working with vocational students to participate, on an annual basis, in inservice training designed to eliminate sex bias and stereotyping in vocational education?	Yes = 54%
8.	Does your respective educational service center serve as a resource in achieving gender equity in vocational education to your:	
	a. academic teacher?	Yes = 68%
	b. vocational teacher?	Yes = 70%
	c. counselors?	Yes = 70%
	d. students?	Yes = 59%
	e. administrators?	Yes = 70%

TABLE 11

Demographic Data of Special Populations Coordinators Secondary Schools Responding to the Assessment Questionnaires for Gender Equity

Questions:	Responses:
A. Institutional Plans	
1. Did your campus develop a plan, as part of the annual application for Perkins funds, for cooperating with funded sex equity programs carried out under section 222 of the Perkins Act?	Yes = 36%
2. Did your campus budget any funds in the annual application for use in eliminating sex bias/stereotyping in technical/vocational programs?	Yes = 45%
3. Has a single individual been assigned the responsibility of carrying out the plan described in the annual application for cooperating with the sex equity programs carried out under section 222?	Yes = 45%
5. In developing your gender equity plan for your Annual Application did your campus:	
a. conduct an assessment to determine the needs for a plan or program to eliminate sex bias/stereotyping in technical/ vocational education of students? Faculty?	Students - Yes = 45% Faculty - Yes = 18%
b. provide in the plan for the recruitment of students into nontraditional careers?	Yes = 45%
c. include in the plan for the coordination with other human services agencies?	Yes = 27%
d. provide activities and materials for faculty to increase their understanding of barriers and limitations imposed by sex bias and stereotyping related to career decisions and preparation?	Yes = 45%

TABLE 11

Questions:	Responses:
e. provide for activities designed to provide classroom and laboratory environments which are sex bias free for students?	Yes = 45%
B. Career Guidance and Counseling	
1. How many tenth grade female students on your campus were provided information about careers that are nontraditional to their gender in 1989-90? 1991-92?	Total for 1989-1990 = 985 Total for 1990-1991 = 930
2. How many tenth grade male students on your campus were provided information about careers that are nontraditional to their gender in 1989-90? 1991-92?	Total for 1989-1990 = 986 Total for 1990-1991 = 997
3. How many students participating in nontraditional technical/vocational programs during the 1992-93 school year were provided individual personal counseling needed for coping with gender bias caused by participating in a nontraditional technical/vocational program?	Total = 86
4. How many students participating in technical/vocational programs nontraditional to their gender were provided with group counseling/seminars on gender equity during the 1992-93 school year?	Total = 128
5. Did your campus prepare and disseminate a flier or brochure to students that made them aware of the benefits of pursuing nontraditional technical/vocational programs?	Yes = 27%
C. Enrollment	
1. How many students in your campus are currently enrolled in technical/vocational programs?	Total = 22,370
2. How many males are currently enrolled in technical/vocational programs that are nontraditional to their gender?	Total = 597

TABLE 11

Questions:		Responses:
	a. How many in 1990-1991?	Total = 450
3.	How many females are currently enrolled in technical/vocational programs that are nontraditional to their gender?	Total = 586
	a. How many in 1990-1991?	Total = 160
4.	Based on your 1992 follow-up, how many males were employed in occupations nontraditional to their gender?	Total = 35
5.	Based on your 1992 follow-up, how many females were employed in occupations nontraditional to their gender?	Total = 16
6.	Did you establish a goal for increasing the enrollments (in terms of percentage) of students in technical/vocational programs nontraditional to their gender?	Yes = 18%
7.	How many students currently enrolled in nontraditional technical/vocational programs on your campus were classified as:	
	a. handicapped (disabled)	Total = 279
	b. academically disadvantaged	Total = 800
	c. economically disadvantaged	Total = 1204
	d. limited English proficient	Total = 308
D.	Placement	
1.	Does your campus provide job placement services for students leaving or completing technical/vocational programs?	Yes = 09%
2.	Are special efforts made to place students completing nontraditional programs in employment in an occupation directly related to the nontraditional program?	Yes = 27%

TABLE 11

Questions:		Responses:
3.	How many students who left or completed technical/vocational programs nontraditional to their gender were placed in employment in occupations nontraditional to their gender?	Total = 5
4.	How many students who completed a nontraditional technical/vocational program in 1992 continued their education in the nontraditional occupation or career?	Total = 0
E.	Students Services	
1.	Are preparatory services (as defined by Perkins) provided for students participating in activities designed to eliminate sex bias/stereotyping in technical/vocation education at your institution?	Yes = 36%
	If your answer is "Yes",	
a.	How many students currently enrolled in a nontraditional technical/vocational program for the first time were provided preparatory services?	Total = 50
b.	How many students currently enrolled in a traditional technical/vocational program for the first time were provided preparatory services?	Total = 52
2.	Are the preparatory services (as defined by Perkins) provided for other technical/vocational majors who are classified as members of special populations at your institution?	Yes = 45%
3.	How many students who are currently enrolled in nontraditional technical/vocational programs are provided dependent care services?	Total = 0
4.	How many students who are currently enrolled in a nontraditional technical/vocational programs are provided transportation services?	Total = 0

TABLE 11

Questions:		Responses:
5.	How many students who are currently enrolled in a nontraditional technical/vocational program are participating in Tech Prep?	Total = 5
6.	Have all of your teachers who teach students enrolled in occupational specific vocational education programs participated in inservice training designed to eliminate sex bias and stereotyping in vocational education?	Yes = 45%
7.	Does your campus provide an opportunity for teachers and counselors working with vocational students to participate, on an annual basis, in inservice training designed to eliminate sex bias and stereotyping in vocational education?	Yes = 45%
8.	Does your respective educational service center serve as a resource in achieving gender equity in vocational education to your:	
	a. academic teacher?	Yes = 63%
	b. vocational teacher?	Yes = 63%
	c. counselors?	Yes = 63%
	d. students?	Yes = 73%
	e. administrators?	Yes = 73%

TABLE 12

Demographic Data of Administrators of Secondary Vocational Education Responding to the Assessment Questionnaires for Gender Equity

Questions:	Responses:
A. Institutional Plans	
1. Did your campus develop a plan, as part of the annual application for Perkins funds, for cooperating with funded sex equity programs carried out under section 222 of the Perkins Act?	Yes = 62%
2. Did your campus budget any funds in the annual application for use in eliminating sex bias/stereotyping in technical/vocational programs?	Yes = 35%
3. Has a single individual been assigned the responsibility of carrying out the plan described in the annual application for cooperating with the sex equity programs carried out under section 222?	Yes = 54%
5. In developing your gender equity plan for your Annual Application did your campus:	
a. conduct an assessment to determine the needs for a plan or program to eliminate sex bias/stereotyping in technical/ vocational education of students? Faculty?	Students - Yes = 19% Faculty - Yes = 35%
b. provide in the plan for the recruitment of students into nontraditional careers?	Yes = 62%
c. include in the plan for the coordination with other human services agencies?	Yes = 46%
d. provide activities and materials for faculty to increase their understanding of barriers and limitations imposed by sex bias and stereotyping related to career decisions and preparation?	Yes = 50%

TABLE 12

Questions:	Responses:
e. provide for activities designed to provide classroom and laboratory environments which are sex bias free for students?	Yes = 42%
B. Career Guidance and Counseling	
1. How many tenth grade female students on your campus were provided information about careers that are nontraditional to their gender in 1989-90? 1991-92?	Total for 1989-1990 = 2113 Total for 1990-1991 = 1990
2. How many tenth grade male students on your campus were provided information about careers that are nontraditional to their gender in 1989-90? 1991-92?	Total for 1989-1990 = 1944 Total for 1990-1991 = 2679
3. How many students participating in nontraditional technical/vocational programs during the 1992-93 school year were provided individual personal counseling needed for coping with gender bias caused by participating in a nontraditional technical/vocational program?	Total = 217
4. How many students participating in technical/vocational programs nontraditional to their gender were provided with group counseling/seminars on gender equity during the 1992-93 school year?	Total = 1018
5. Did your campus prepare and disseminate a flier or brochure to students that made them aware of the benefits of pursuing nontraditional technical/vocational programs?	Yes = 15%
C. Enrollment	
1. How many students in your campus are currently enrolled in technical/vocational programs?	Total = 10,984
2. How many males are currently enrolled in technical/vocational programs that are nontraditional to their gender?	Total = 3902

TABLE 12

Questions:		Responses:
	a. How many in 1990-1991?	Total = 2189
3.	How many females are currently enrolled in technical/vocational programs that are nontraditional to their gender?	Total = 3007
	a. How many in 1990-1991?	Total = 1301
4.	Based on your 1992 follow-up, how many males were employed in occupations nontraditional to their gender?	Total = 61
5.	Based on your 1992 follow-up, how many females were employed in occupations nontraditional to their gender?	Total = 50
6.	Did you establish a goal for increasing the enrollments (in terms of percentage) of students in technical/vocational programs nontraditional to their gender?	Yes = 31%
7.	How many students currently enrolled in nontraditional technical/vocational programs on your campus were classified as:	
	a. handicapped (disabled)	Total = 40
	b. academically disadvantaged	Total = 311
	c. economically disadvantaged	Total = 280
	d. limited English proficient	Total = 53
D. Placement		
1.	Does your campus provide job placement services for students leaving or completing technical/vocational programs?	Yes = 42%
2.	Are special efforts made to place students completing nontraditional programs in employment in an occupation directly related to the nontraditional program?	Yes = 50%

TABLE 12

Questions:	Responses:
3. How many students who left or completed technical/vocational programs nontraditional to their gender were placed in employment in occupations nontraditional to their gender?	Total = 35
4. How many students who completed a nontraditional technical/vocational program in 1992 continued their education in the nontraditional occupation or career?	Total = 33
E. Students Services	
1. Are preparatory services (as defined by Perkins) provided for students participating in activities designed to eliminate sex bias/stereotyping in technical/vocation education at your institution?	Yes = 54%
If your answer is "Yes",	
a. How many students currently enrolled in a nontraditional technical/vocational program for the first time were provided preparatory services?	Total = 74
b. How many students currently enrolled in a traditional technical/vocational program for the first time were provided preparatory services?	Total = 3677
2. Are the preparatory services (as defined by Perkins) provided for other technical/vocational majors who are classified as members of special populations at your institution?	Yes = 69%
3. How many students who are currently enrolled in nontraditional technical/vocational programs are provided dependent care services?	Total = 158
4. How many students who are currently enrolled in a nontraditional technical/vocational programs are provided transportation services?	Total = 232

TABLE 12

Questions:		Responses:
5.	How many students who are currently enrolled in a nontraditional technical/vocational program are participating in Tech Prep?	Total = 252
6.	Have all of your teachers who teach students enrolled in occupational specific vocational education programs participated in inservice training designed to eliminate sex bias and stereotyping in vocational education?	Yes = 73%
7.	Does your campus provide an opportunity for teachers and counselors working with vocational students to participate, on an annual basis, in inservice training designed to eliminate sex bias and stereotyping in vocational education?	Yes = 69%
8.	Does your respective educational service center serve as a resource in achieving gender equity in vocational education to your:	
	a. academic teacher?	Yes = 69%
	b. vocational teacher?	Yes = 81%
	c. counselors?	Yes = 77%
	d. students?	Yes = 69%
	e. administrators?	Yes = 73%

IV. Summary, Conclusions, and Recommendations

Summary of Findings

The purpose of this project was to determine the status of gender equity in secondary career and applied technology program for making program improvements. The assessment was designed to collect information that could be used by the Texas Education Agency to improve both funded and nonfunded gender equity programs designed to eliminate sex bias and stereotyping in secondary career and applied technology programs.

It was found that all of the required characteristics of a gender equity program established by the project were being implemented by more than fifty-percent of the funded projects and by more than fifty-percent of the responding secondary schools. There was a discrepancy in the reported percentage of funded projects that had conducted an assessment in planning the programs. In Part I of the questionnaire eight-eight percent of the respondents reported that they had conducted an assessment of student needs. In Part II of the questionnaire the same respondents reported that only fifty-nine percent had conducted an assessment of student needs.

It was found that a great amount of demographic data requested of the funded projects did not exist in reporting form or was not currently available to the funded projects. The same type of data appeared to be currently available in the secondary schools responding to the survey.

Based on the letters and telephone calls from school districts who did not respond to the survey, it was revealed that a great number of administrators of career and

applied technology education are not aware that they should have a plan or a description of how these programs will cooperate with the funded sex equity programs.

It was found that the effectiveness of the funded sex equity programs was directly dependent on the number of school districts that complied with the Perkins requirement in the local application " (D) seeks to cooperate with the sex equity program carried out under section 222;."

There was a discrepancy in the number of females (2552) enrolled in occupational specific career and applied technology programs reported by the funded projects and the number of females (4910) enrolled in nontraditional programs reported by the responding school districts for the 1992-1993 school year.

Conclusions

A number of conclusions maybe drawn from the background information in Chapter I and the data presented in Chapter 1 and the data presented in Chapter III of this report. The following are conclusions resulting from the assessment that are specific to purpose of the assessment being conducted:

1. The respondents of the funded sex equity projects and the secondary are attempting to eliminate sex bias and stereotyping in career and applied technology;

2. The Texas Education Agency has not published measures and standards for use in determining effectiveness of funded and nonfunded gender equity programs;

3. There has been an increase during the last two years, in the number of secondary students who are enrolled in career and applied technology education programs that are nontraditional to their gender;

4. The current reporting system for reporting data to the Texas Education Agency related to gender equity programs and activities is not adequate for determining effectiveness and decision making; and

5. A great number of administrators of secondary career and applied technology programs are not aware of their responsibilities: (1) for eliminating sex bias and stereotyping in vocational education and (2) to cooperate with funded gender equity programs.

6. The percent of individuals who complete nontraditional vocational programs and are now employed in a nontraditional occupation after leaving the program should be increased if gender equity programs are to be considered effective on a statewide basis.

7. Funded gender equity programs are effective when the public schools they serve seek to cooperate with funded sex equity programs as required by PL 101-392.

Recommendations

The following recommendations are made for consideration by the Career and Applied Technology Education staff of the Texas Education Agency and the State Board of Education:

1. A list of measures, and standards, written in performance terms, be established be the State Board of Education for funded sex equity programs;

2. Reports that include demographic data, similar items in Part 2 of the questionnaire sent to funded sex equity programs, be required by all future funded projects.

3. Reports to be completed by school districts using Carl Perkins funds be required by the Texas Education Agency for use in determining the effectiveness of sex equity programs on a continuing basis;

4. The local application for Perkins funds be revised to include a required description of how local career and applied technology programs will seek to cooperate with funded sex equity programs; and

5. Adminstrators of career and applied technology education programs, high school principals, career counselors, and special populations coordinators be informed of the purpose of sex equity programs and their individual responsibility for sex equity through a series of inservice training activities.

APPENDICES

APPENDIX A

Results of Delphi Surveys

Appendix A

Results of Delphi Surveys

EVALUATION OF GENDER EQUITY PROGRAMS

Final Round

Delphi Identification of the Required Characteristics of A Gender Equity Program

To what extent do you agree or disagree that the following characteristics should be required for a program to be classified as being a gender equity program?	Final Round Mean
A-1 Equity programs must have trained staff.	4.44
A-2 An assessment must be made to determine students' needs.	3.44
A-3 An assessment must made to determine staff needs.	3.44
A-4 A survey must be made to determine if instructional materials and resources used are free from sex bias and stereotyping.	3
A-5 An assessment must be made to identify resources needed.	3.11
A-6 Equity programs must be developed based on the desired impact of the program.	4.33
A-7 Equity programs must have complete administration and staff support for implementation.	3.67
A-8 Equity programs must include recruitment activities nontraditional careers and vocational programs which are free of sex bias and stereotyping.	4
A-9 Programs must have evaluation plans.	4
A-10 Programs should include coordination with other human service agencies.	3.56
A-11 The sequencing of the courses for the curricula of each student must be reviewed to ensure both content and instructional materials are sex fair.	3.11
A-12 Equity programs must provide activities and materials to develop an understanding of barriers and limitations imposed by sex bias and stereotyping.	4.11
A-13 Equity programs must provide information on non-traditional careers for one's gender without bias or stereotyping.	4.22
A-14 Equity programs must provide materials and activities which relate career choices with cultural sensitivity.	4
A-15 Equity programs must provide classroom environments which are bias-free for students.	4
A-16 Enrollment trends must be monitored.	3.78
A-17 Equity must be promoted to parents and community members through advisory committees, task forces,newsletters, etc.	3.33
A-18 When awareness/orientation classes and/or activities are provided, they must include nontraditional career information.	3.89
B-1 Program directors must be aware of their own attitudes and biases in order to prevent perpetrating sex bias and stereotyping.	4.22
B-2 Teachers must be trained to use classroom procedures and instructional activities which are free of sex bias and stereotyping.	4.22

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To what extent do you agree or disagree that the following characteristics should be required for a program to be classified as being a gender equity program?	Final Round Mean
B-3 Counselors must be trained to focus on counseling and guidance needs of students for life patterns, roles and careers which provide economic independence and life management training free of sex bias and stereotyping.	4.33
C-1-1 Provisions must be made to encourage students to make academic, career, and personal decisions based on individual abilities, informed interests, and need rather than on the basis of gender.	4.33
C-1-2 Students must be provided information on work force trends.	3.89
C-1-3 Provisions must be made to encourage students to take courses that lead to economic self-sufficiency.	4.33
C-2-1 There must be a plan of operation which encourages students to enroll in nontraditional careers.	3.89
C-2-2 Opportunities must be made available for students to become aware of nontraditional options at the elementary/middle school levels.	3.44
C-2-3 Students enrolled in or who plan to enroll in nontraditional classes and/or activities must be provided support groups and contacts with role models and counselors.	3.78
C-3-1 Counseling materials including tests, assessments, and inventories must be reviewed to ensure they are free of sex bias and stereotyping.	3.89
C-3-2 Career Counseling materials must be current and reflect new, emerging and nontraditional occupations.	4.11
C-4-1 Placement activities which include assistance for entry into the workforce and/or additional postsecondary training must be provided for students enrolled in and/or completing programs nontraditional to their gender.	4
D-1 Preparatory services must be available as needed for students in nontraditional programs or activities for their gender.	3.33
D-2 Vocational programs for skill training must be available.	3.56
D-3 All supplementary support services provided for students who are members of special populations must be available for students participating in nontraditional programs or activities which are nontraditional for their gender, and/or programs and activities for the elimination of sex bias and stereotyping.	3.56
D-4 Dependent care must be provided when needed.	3
D-5 Transportation must be provided when needed.	2.89

APPENDIX B

Questionnaire Presented to
Directors of Funded Projects

Questionnaires Presented To
Directors of Funded Projects

Sex Equity Program Directors Draft

Dear Title~ Last Name~:

The University of North Texas has contracted with the Texas Education Agency to determine (1) the effectiveness of funded projects for eliminating sex bias and sex stereotyping in vocational and applied technology education, and (2) the extent to which local schools and consortia receiving Carl Perkins funds are cooperating with and implementing the activities of funded sex equity programs.

This assessment is being made to determine the extent of the effectivess of the funded sex equity programs on a statewide basis. The results of the assessment will not be compiled and reported by funded project or by responding individual institutions.

Please assist us in conducting the assessment by completing the enclosed questionnaires. An addressed postage paid envelope is enclosed for your use in returning the completed questionnaires. If possible we would appreciate receiving the completed questionnaire on or before _____ A glossary of terms for gender equity programs and services has been mailed to your administrator of career and applied technology education.

If we have not included enough questionnaires for the proposed respondents of your school, please let me know. Please call me at (817) 565-4109 or Dr. Jessie Teddlie at (817) 565-4032 if you have any questions about this assessment.

Sincerely,

Bill E. Lovelace, Director
Gender Equity Assessment

Rationale For The Assessment of Secondary Sex Equity Programs

The Vocational Amendments of 1976, which was the first federal legislation to provide funds to achieve sex equity in vocational education, required and supported programs, services, and activities designed and conducted to:

(1) reduce sex bias and sex discrimination in vocational education;

(2) encourage males and females to prepare for employment in nontraditional occupations; and

(3) provide support services necessary for individuals to participate in and succeed in nontraditional vocational education programs.

The current Perkins Act, PL 101-392 shows that all other funds provided for sex equity, other than subsection (b), be used as stated in Section 222: "only for

(1) **programs, services, comprehensive career guidance and counseling and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;**

(2) **preparatory services and vocational education programs, services and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families, and**

(3) **support services for individuals participating in vocational education programs, services, and activities described in paragraphs (1) and (2), including dependent-care services and transportation."**

One definition of a program, according to Webster, is a "plan or system upon which action may be taken toward a goal." Therefore, Sex Equity Programs would be those which set forth plans to meet the goals designated by law and the plans would have those components as specified by law.

A Panel of Experts, using a Delphi Technique, has identified the characteristics of a Sex Equity Program. The status of Sex Equity Programs/Activities will be assessed using the characteristics identified by the Delphi Panel. Part I of the assessment is to determine the extent to which the characteristics have been implemented on a statewide basis. Part II of the assessment will be used to identify and document specific Sex Equity activities that are being conducted on a statewide basis.

Implementation Assessment Questionnaire
of Gender Equity Programs/Activities

Part 1

Instructions:

This part of the questionnaire is being used to determine the extent to which characteristics of a gender equity program are being implemented in your region for career and applied technology programs.

1. For each characteristic of a sex equity program on this part of the questionnaire indicate the extent the characteristic has been implemented for your program in your region. Circle (Y) for "Yes" or circle (N) for "No." If you circle "N" do not rate the characteristic, go to the next characteristic and repeat 1.

2. If you circled a "Y" for the characteristic then:

   Rate the degree to which you feel that the characteristic has been implemented in your region. Placing a circle around the (1) will indicate that the level of implementation of the characteristic is **minimal**. Placing a circle around the (5) will indicate that level of implementation of the characteristic is **maximum**.

   Please circle only one number per characteristic.

Implementation Assessment Questionnaire of Gender Equity Programs/Activities

Part 1

This questionnaire was completed by: _____

Characteristics:	Has This Characteristic Been Implemented by Your Project?	Degree of Implementation: Minimum-Maximum
Examples:		
A-1.	Y (N)	1 2 3 4 5
A-2.	(Y) N	1 (2) 3 4 5
A-1 Equity programs must have trained staff.	Y N	1 2 3 4 5
A-2 An assessment must be made to determine students' needs.	Y N	1 2 3 4 5
A-3 An assessment must be made to determine staff needs.	Y N	1 2 3 4 5
A-4 A survey must be made to determine if instructional materials and resources used are free from sex bias and stereotyping.	Y N	1 2 3 4 5
A-5 An assessment must be made to identify resources needed.	Y N	1 2 3 4 5
A-6 Equity programs must be developed based on the desired impact of the program.	Y N	1 2 3 4 5
A-7 Equity programs must have complete administration and staff support for implementation.	Y N	1 2 3 4 5
A-8 Equity programs must include recruitment activities, nontraditional careers, and vocational programs which are free of sex bias and stereotyping.	Y N	1 2 3 4 5
A-9 Programs must have evaluation plans.	Y N	1 2 3 4 5
A-10 Programs should include coordination with other human service agencies.	Y N	1 2 3 4 5
A-11 The sequencing of the courses for the curricula of each student must be reviewed to ensure both content and instructional materials are sex fair.	Y N	1 2 3 4 5

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Characteristics:	Has This Characteristic Been Implemented on Your Project?	Degree of Implementation: Minimum-Maximum
A-12 Equity programs must provide activities and materials to develop an understanding of barriers and limitations imposed by sex bias and stereotyping.	Y N	1 2 3 4 5
A-13 Equity programs must provide information on non traditional careers for one's gender without bias or stereotyping.	Y N	1 2 3 4 5
A-14 Equity programs must provide materials and activities which relate career choices with cultural sensitivity.	Y N	1 2 3 4 5
A-15 Equity programs must provide classroom environments which are bias-free for students.	Y N	1 2 3 4 5
A-16 Enrollment trends must be monitored.	Y N	1 2 3 4 5
A-17 Equity must be promoted to parents and community members through advisory committees, task forces,newsletters, etc.	Y N	1 2 3 4 5
A-18 When awareness/orientation classes and/or activities are provided, they must include nontraditional career information.	Y N	1 2 3 4 5
B-1 Program directors must be aware of their own attitudes and biases in order to prevent perpetrating sex bias and stereotyping.	Y N	1 2 3 4 5
B-2 Teachers must be trained to use classroom procedures and instructional activities which are free of sex bias and stereotyping.	Y N	1 2 3 4 5
B-3 Counselors must be trained to focus on counseling and guidance needs of students for life patterns, roles and careers which provide economic independence and life management training free of bias and stereotyping.	Y N	1 2 3 4 5
C-1-1 Provisions must be made to encourage students to make academic, career, and personal decisions based on individual abilities, informed interests, and need **RATHER** than on the basis of gender.	Y N	1 2 3 4 5
C-1-2 Students must be provided information on work force trends.	Y N	1 2 3 4 5
C-1-3 Provisions must be made to encourage students to take courses that lead to economic self-sufficiency.	Y N	1 2 3 4 5
C-2-1 There must be a plan of operation which encourages students to enroll in nontraditional careers.	Y N	1 2 3 4 5
C-2-2 Opportunities must be made available for students to become aware of nontraditional options at the elementary/middle school levels.	Y N	1 2 3 4 5

Characteristics:	Has This Characteristic Been Implemented on Your Project?	Degree of Implementation: Minimum-Maximum
C-2-3 Students enrolled in or who plan to enroll in nontraditional classes and/or activities must be provided support groups and contacts with role models and counselors.	Y N	1 2 3 4 5
C-3-1 Counseling materials including tests, assessments, and inventories must be reviewed to ensure they are free of sex bias and stereotyping.	Y N	1 2 3 4 5
C-3-2 Career Counseling materials must be current and reflect new, emerging and nontraditional occupations.	Y N	1 2 3 4 5
C-4-1 Placement activities which include assistance for entry into the workforce and/or additional postsecondary training must be provided for students enrolled in and/or completing programs nontraditional to their gender.	Y N	1 2 3 4 5
D-1 Preparatory services must be available as needed for students in nontraditional programs or activities for their gender.	Y N	1 2 3 4 5
D-2 Vocational programs for skill training must be available.	Y N	1 2 3 4 5
D-3 All supplementary support services provided for students who are members of special populations must be available for students participating in nontraditional programs or activities which are nontraditional for their gender, and/or programs and activities for the elimination of sex bias and stereotyping.	Y N	1 2 3 4 5
D-4 Dependent care must be provided when needed.	Y N	1 2 3 4 5
D-5 Transportation must be provided when needed.	Y N	1 2 3 4 5

Regional

Assessment of Gender Equity
Part II

A. Project Plans

1. In developing your gender equity proposal for your competetive discretionary sex equity project, did you:

   a. conduct an assessment to determine the needs for a plan or program to eliminate sex bias/stereotyping in technical/vocational education of
      (1) students Yes____ No____
      (2) faculty Yes____ No____

   b. provide in the proposal for the recruitment of students into nontraditional careers? Yes____ No____

   c. include in your proposal for the coordination with other human services agencies? Yes____ No____ (If Yes, please list at least three of the human services agencies.)

   _____

   _____

   d. propose to conduct activities and provide materials for faculty to increase their understanding of barriers and limitations imposed by sex bias and stereotyping related to career decisions and preparation?
   Yes____ No____

   e. provide for activities designed to provide classroom and laboratory environments which are sex bias free for students?
   Yes____ No____

2. How many schools in your Region are participating in your project? ____

3. How many students in the school districts participating in your program are currently enrolled in occupational specific (grades 11 and 12) vocational education programs? ____

4. What is the aggregate tenth grade enrollment of the schools participating in your project for:
Males? ____ Females? ____

5. Do you use an advisory committee to assist you in conducting your sex equity project? Yes____ No____

6. If you use an advisory committee, how many of the schools that are served by your project are represented on the advisory committee? ____

B. Career Guidance and Counseling (Please answer all of the following questions in relation to the schools served by you.)

1. In your Region, how many tenth grade female students were provided information about careers that are nontraditional to their gender in 1989-90? ____ 1991-92? ____

2. In your Region, how many tenth grade male students were provided information about careers that are nontraditional to their gender in 1989-90? ____ 1991-92? ____

3. In your Region, how many students participating in nontraditional technical/vocational programs during the 1992-93 school year were provided individual personal counseling needed for coping with gender bias caused by participating in a nontraditional career and applied technology program? ____

4. In your Region, how many students participating in career and applied technology programs nontraditional to their gender were provided with group counseling/seminars on gender equity during the 1992-93 school year? ____

5. Did you prepare and disseminate a flier or brochure to students in your Region that made them aware of the benefits of pursuing nontraditional career and applied technology programs? Yes ____ No ____

6. If your answer to question B-5 was "Yes", please enclose a copy of the flier or brochure with this questionnaire.

C. Enrollment

1. In your Region, how many students in schools participating in your project are currently enrolled in occupational specific career and applied technology programs? _____

2. In your Region, how many males are currently enrolled in occupational specific career and applied technology programs that are nontraditional to their gender? _____

   a. How many in 1990-1991? _____

3. In your Region, how many females are currently enrolled in occupational specific career and applied technology programs that are nontraditional to their gender? _____

   a. How many in 1990-1991? _____

4. Based on the participating schools' 1992 follow-up, how many males were employed in occupations nontraditional to their gender? _____

5. Based on the participating schools' 1992 follow-up, how many females were employed in occupations nontraditional to their gender? _____

6. Have you established a goal for increasing the enrollments (in terms of percentage) of students in occupational specific programs nontraditional to their gender? ____

7. In your Region, how many students currently enrolled in nontraditional occupational programs at your schools served by you were classified as:

   a. handicapped (disabled) ____
   b. academically disadvantaged ____
   c. economically disadvantaged ____
   d. limited English proficient ____

D. Placement

1. Do schools participating in your Sex Equity project provide job placement services for students leaving or completing occupational specific programs? Yes____ No____

2. Are special efforts made by the participating schools to place students completing nontraditional programs in employment in an occupation directly related to the nontraditional program? Yes ____ No ____

3. In the schools served by you, how many students who left or completed occupational specific programs nontraditional to their gender were placed in employment in occupations nontraditional to their gender? _____

4. In the schools served by you, how many students who completed a nontraditional occupational specific program in 1992 continued their education in the nontraditional occupation or career? _____

E. Students Services

1. In your Region, how many schools that you serve are providing preparatory services (as defined by Perkins) for students participating in activities designed to eliminate sex bias/stereotyping in career and applied technology education? _____

2. If schools participating in your project are providing preparatory services to students currently enrolled in a nontraditional occupational specific program, how many students currently enrolled in a traditional occupational specific program for the first time were provided preparatory services by the participation schools? _____

3. In your Region, how many students who are currently enrolled in nontraditional occupational specific programs are provided dependent care services? _____

4. In your Region, how many students who are currently enrolled in nontraditional occupational specific programs are provided transportation services? _____

5. In your Region, how many students who are currently enrolled in a nontraditional occupational specific program are participating in Tech Prep? ____

APPENDIX C

Questionnaire Presented to Public School Districts

Appendix C

Questionnaire Presented To
Public School Districts

April 16, 1993

Dear Vocational Administrator:

The University of North Texas has contracted with the Texas Education Agency to determine (1) the effectiveness of funded projects for eliminating sex bias and sex stereotyping in vocational and applied technology education, and (2) the extent to which local schools and consortia receiving Carl Perkins funds are cooperating with and implementing the activities of funded sex equity programs.

This assessment is being made to determine the extent of the effectivess of the funded sex equity programs on a statewide basis. The results of the assessment will not be compiled and reported by funded project or by responding individual institutions. We are attempting to obtain responses to the enclosed questionnaires from: (1) vocational administrators; (2) counselors; (3) campus principals; and (4) special populations coordinators.

Please assist us in conducting the assessment by distributing to and collecting from your staff the enclosed questionnaires. An addressed postage paid envelope is enclosed for your use in returning the completed questionnaires. If possible we would appreciate receiving the completed questionnaire on or before May 12, 1993. A glossary of terms for gender equity programs and services has been enclosed.

If we have not included enough questionnaires for the proposed respondents of your school, please let me know. Please call me at (817) 565-4109 or Dr. Jessie Teddlie at (817) 565-4032 if you have any questions about this assessment.

Sincerely,

Bill E. Lovelace, Director
Gender Equity Assessment

Rationale For The Assessment of Secondary Sex Equity Programs

The Vocational Amendments of 1976, which was the first federal legislation to provide funds to achieve sex equity in vocational education, required and supported programs, services, and activities designed and conducted to:

(1) reduce sex bias and sex discrimination in vocational education;

(2) encourage males and females to prepare for employment in nontraditional occupations; and

(3) provide support services necessary for individuals to participate in and succeed in nontraditional vocational education programs.

The current Perkins Act, PL 101-392 shows that all other funds provided for sex equity, other than subsection (b), be used as stated in Section 222: "only for

(1) **programs, services, comprehensive career guidance and counseling and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;**

(2) **preparatory services and vocational education programs, services and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families, and**

(3) **support services for individuals participating in vocational education programs, services, and activities described in paragraphs (1) and (2), including dependent-care services and transportation."**

One definition of a program, according to Webster, is a "plan or system upon which action may be taken toward a goal." Therefore, Sex Equity Programs would be those which set forth plans to meet the goals designated by law and the plans would have those components as specified by law.

A Panel of Experts, using a Delphi Technique, has identified the characteristics of a Sex Equity Program. The status of Sex Equity Programs/Activities will be assessed using the characteristics identified by the Delphi Panel. Part I of the assessment is to determine the extent to which the characteristics have been implemented on a statewide basis. Part II of the assessment will be used to identify and document specific Sex Equity activities that are being conducted on a statewide basis.

GLOSSARY OF TERMS FOR GENDER EQUITY

1. **characteristic** - an enduring, specific element or sum of the elements in a program

2. **program** - system or plan of procedures composed of courses in a field of study and ancillary services to prepare students for a specific goal or occupation

3. **sex bias** - (gender bias) behaviors creating differential opportunities or treatment for one or the other sex

4. **sex stereotyping** - (gender stereotyping) attributing behaviors, abilities, interests, values and roles to a person or group of people on the basis of sex

5. **gender** - sex

6. **sex (gender) equity** - the existence of conditions that give girls and boys, women and men the same opportunities and choices to advance themselves in education, training, and careers

7. **assessment** - the process of collecting relevant available data to measure performance of a person, group or program

8. **evaluation** - the use of standards in the process of determining the value, results or needs of programs, including internal criteria and external criteria

9. **Human Service Agencies** - state agencies which provide health, social, and economic assistance to persons needing them

10. **preparatory services** - those services, programs or activities which are to assist individuals who are not enrolled in vocational education programs to select or prepare for the future enrollment in an appropriate vocational education or training program such as:

    A. outreach to or recruitment of future vocational students
    B. career, personal and academic counseling
    C. vocational assessments and testing
    D. other deemed appropriate or necessary

11. **special populations** - individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions. [Perkins]

12. **supplementary support services** - the modifications of curriculum, equipment, and classrooms and the use of personnel for support as well as instructional aids and devices

13. **community organizations** - i.e. PTA, Lion's Club, Rotary Club, etc.

14. **community based organizations** - a nonprofit organization which is representative of the community and has proven effective in providing job training services (i.e. Jobs for Youth, National Urban League, etc.

15. **career guidance and counseling** - programs whose content, methods, and techniques are organized to assist individuals with career awareness, career planning, career decision-making, placement skills and the understanding explanations of local, State, and national occupational, educational, and labor of market needs and trends, as necessary for such individuals to make and implement informed educational and career choices

16. **sequential course of study** - a series of courses which are integrated and are directly related to the preparation of individuals with the appropriate educational and occupational skills for jobs and/or postsecondary education

Implementation Assessment Questionnaire
of Gender Equity Programs/Activities

Part 1

Instructions:

This part of the questionnaire is being used to determine the extent to which characteristics of a gender equity program are being implemented in your district for career and applied technology programs.

1. For each characteristic of a sex equity program on this part of the questionnaire indicate the extent the characteristic has been implemented for your program in your school district. Circle (Y) for "Yes" or circle (N) for "No." If you circle "N" do not rate the characteristic, go to the next characteristic and repeat 1.

2. If you circled a "Y" for the characteristic then:

   Rate the degree to which you feel that the characteristic has been implemented. Placing a circle around the (1) will indicate that the level of implementation of the characteristic is **minimal**. Placing a circle around the (5) will indicate that level of implementation of the characteristic is **maximum**.

   Please circle only one number per characteristic.

Implementation Assessment Questionnaire of Gender Equity Programs/Activities

Part 1

This questionnaire was completed by: (check only one)
Administrator of Vocational programs ____ Campus Principal ____ Counselor ____
Special Populations Coordinator ____ Other ____ (Specify) _____

Characteristics:	Has This Characteristic Been Implemented on Your Campus?	Degree of Implementation: Minimum-Maximum	Were You Involved?
Examples:			
A-1.	Y (N)	1 2 3 4 5	Yes No
A-2.	(Y) N	1 (2) 3 4 5	Yes No
A-1 Equity programs must have trained staff.	Y N	1 2 3 4 5	Yes No
A-2 An assessment must be made to determine students' needs.	Y N	1 2 3 4 5	Yes No
A-3 An assessment must be made to determine staff needs.	Y N	1 2 3 4 5	Yes No
A-4 A survey must be made to determine if instructional materials and resources used are free from sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
A-5 An assessment must be made to identify resources needed.	Y N	1 2 3 4 5	Yes No
A-6 Equity programs must be developed based on the desired impact of the program.	Y N	1 2 3 4 5	Yes No
A-7 Equity programs must have complete administration and staff support for implementation.	Y N	1 2 3 4 5	Yes No
A-8 Equity programs must include recruitment activities, nontraditional careers, and vocational programs which are free of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
A-9 Programs must have evaluation plans.	Y N	1 2 3 4 5	Yes No
A-10 Programs should include coordination with other human service agencies.	Y N	1 2 3 4 5	Yes No

Characteristics:	Has This Characteristic Been Implemented in Your District?	Degree of Implementation: Minimum-Maximum	Were You Involved?
A-11 The sequencing of the courses for the curricula of each student must be reviewed to ensure both content and instructional materials are sex fair.	Y N	1 2 3 4 5	Yes No
A-12 Equity programs must provide activities and materials to develop an understanding of barriers and limitations imposed by sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
A-13 Equity programs must provide information on nontraditional careers for one's gender without bias or stereotyping.	Y N	1 2 3 4 5	Yes No
A-14 Equity programs must provide materials and activities which relate career choices with cultural sensitivity.	Y N	1 2 3 4 5	Yes No
A-15 Equity programs must provide classroom environments which are bias-free for students.	Y N	1 2 3 4 5	Yes No
A-16 Enrollment trends must be monitored.	Y N	1 2 3 4 5	Yes No
A-17 Equity must be promoted to parents and community members through advisory committees, task forces,newsletters, etc.	Y N	1 2 3 4 5	Yes No
A-18 When awareness/orientation classes and/or activities are provided, they must include nontraditional career information.	Y N	1 2 3 4 5	Yes No
B-1 Program directors must be aware of their own attitudes and biases in order to prevent perpetrating sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
B-2 Teachers must be trained to use classroom procedures and instructional activities which are free of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
B-3 Counselors must be trained to focus on counseling and guidance needs of students for life patterns, roles and careers which provide economic independence and life man gement training free of bias and stereotyping.	Y N	1 2 3 4 5	Yes No
C-1-1 Provisions must be made to encourage students to make academic, career, and personal decisions based on individual abilities, informed interests, and need **RATHER** than on the basis of gender.	Y N	1 2 3 4 5	Yes No

Characteristics:	Has This Characteristic Been Implemented in Your District?	Degree of Implementation: Minimum-Maximum	Were You Involved?
C-1-2 Students must be provided information on work force trends.	Y N	1 2 3 4 5	Yes No
C-1-3 Provisions must be made to encourage students to take courses that lead to economic self-sufficiency.	Y N	1 2 3 4 5	Yes No
C-2-1 There must be a plan of operation which encourages students to enroll in nontraditional careers.	Y N	1 2 3 4 5	Yes No
C-2-2 Opportunities must be made available for students to become aware of nontraditional options at the elementary/middle school levels.	Y N	1 2 3 4 5	Yes No
C-2-3 Students enrolled in or who plan to enroll in nontraditional classes and/or activities must be provided support groups and contacts with role models and counselors.	Y N	1 2 3 4 5	Yes No
C-3-1 Counseling materials including tests, assessments, and inventories must be reviewed to ensure they are free of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
C-3-2 Career Counseling materials must be current and reflect new, emerging and nontraditional occupations.	Y N	1 2 3 4 5	Yes No
C-4-1 Placement activities which include assistance for entry into the workforce and/or additional	Y N	1 2 3 4 5	Yes No
postsecondary training must be provided for students enrolled in and/or completing programs nontraditional to their gender.	Y N	1 2 3 4 5	Yes No
D-1 Preparatory services must be available as needed for students in nontraditional programs or activities for their gender.	Y N	1 2 3 4 5	Yes No
D-2 Vocational programs for skill training must be available.	Y N	1 2 3 4 5	Yes No
D-3 All supplementary support services provided for students who are members of special populations must be available for students participating in nontraditional programs or activities which are nontraditional for their gender, and/or programs and activities for the elimination of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No

Characteristics:	Has This Characteristic Been Implemented in Your District?	Degree of Implementation: Minimum-Maximum	Were You Involved?
D-4 Dependent care must be provided when needed.	Y N	1 2 3 4 5	Yes No
D-5 Transportation must be provided when needed.	Y N	1 2 3 4 5	Yes No

Assessment of Gender Equity
Part II

A. Institutional Plans

1. Did your school district develop a plan, as part of the annual application for Perkins funds, for cooperating with funded sex equity programs carried out under section 222 of the Perkins Act? Yes____ No____

2. Did your school district budget any funds in the annual application for use in eliminating sex bias/stereotyping in technical/vocational programs? Yes____ No____

3. Has a single individual been assigned the responsibility of carrying out the plan described in the annual application for cooperating with the sex equity programs carried out under section 222? Yes____ No____

4. If your answer to question "3" was yes, please write in the name and title of the individual assigned.
Name _____
Title _____

5. In developing your gender equity plan for your Annual Application did your district:

   a. conduct an assessment to determine the needs for a plan or program to eliminate sex bias/stereotyping in technical/ vocational education of (1) students Yes____ No____
   (2) faculty Yes____ No____

   b. provide in the plan for the recruitment of students into nontraditional careers? Yes____ No____

   c. include in the plan for the coordination with other human services agencies? Yes____ No____ (If Yes, please list at least three of the human services agencies.)

_____

_____

d. provide activities and materials for faculty to increase their understanding of barriers and limitations imposed by sex bias and stereotyping related to career decisions and preparation?
Yes____ No____

e. provide for activities designed to provide classroom and laboratory environments which are sex bias free for students?
Yes____ No____

B. Career Guidance and Counseling

1. How many tenth grade female students in your district were provided information about careers that are nontraditional to their gender in 1989-90? ____ 1991-92? ____

2. How many tenth grade male students in your district were provided information about careers that are nontraditional to their gender in 1989-90? ____ 1991-92? ____

3. How many students participating in nontraditional technical/vocational programs during the 1992-93 school year were provided individual personal counseling needed for coping with gender bias caused by participating in a nontraditional technical/vocational program? ____

4. How many students participating in technical/vocational programs nontraditional to their gender were provided with group counseling/seminars on gender equity during the 1992-93 school year?
____

5. Did your district prepare and disseminate a flier or brochure to students that made them aware of the benefits of pursuing nontraditional technical/vocational programs? Yes ____ No ____

6. If your answer to question B-5 was "Yes", please enclose a copy of the flier or brochure with this questionnaire.

C. Enrollment

1. How many students in your district are currently enrolled in technical/vocational programs? _____

2. How many males are currently enrolled in technical/vocational programs that are nontraditional to their gender? _____

a. How many in 1990-1991? _____

3. How many females are currently enrolled in technical/vocational programs that are nontraditional to their gender? _____

   a. How many in 1990-1991? _____

4. Based on your 1992 follow-up, how many males were employed in occupations nontraditional to their gender? _____

5. Based on your 1992 follow-up, how many females were employed in occupations nontraditional to their gender? _____

6. Did you establish a goal for increasing the enrollments (in terms of percentage) of students in technical/vocational programs nontraditional to their gender? Yes____ No____

7. How many students currently enrolled in nontraditional technical/vocational programs in your district were classified as:

   a. handicapped (disabled) ____
   b. academically disadvantaged ____
   c. economically disadvantaged ____
   d. limited English proficient ____

D. Placement

1. Does your district provide job placement services for students leaving or completing technical/vocational programs? Yes____ No____

2. Are special efforts made to place students completing nontraditional programs in employment in an occupation directly related to the nontraditional program? Yes ____ No ____

3. How many students who left or completed technical/vocational programs nontraditional to their gender were placed in employment in occupations nontraditional to their gender? _____

4. How many students who completed a nontraditional technical/vocational program in 1992 continued their education in the nontraditional occupation or career? ____

E. Students Services

1. Are preparatory services (as defined by Perkins) provided for students participating in activities designed to eliminate sex bias/stereotyping in technical/vocation education at your institution? Yes____ No____

If your answer is "Yes",

a. How many students currently enrolled in a nontraditional technical/vocational program for the first time were provided preparatory services? _____

b. How many students currently enrolled in a traditional technical/vocational program for the first time were provided preparatory services? _____

2. Are the preparatory services (as defined by Perkins) provided for other technical/vocational majors who are classified as members of special populations at your institution? Yes_____ No_____

3. How many students who are currently enrolled in nontraditional technical/vocational programs are provided dependent care services?

_____

4. How many students who are currently enrolled in a nontraditional technical/vocational programs are provided transportation services? _____

5. How many students who are currently enrolled in a nontraditional technical/vocational program are participating in Tech Prep? ____

6. Have all of your teachers who teach students enrolled in occupational specific vocational education programs participated in inservice training designed to eliminate sex bias and stereotyping in vocational education? Yes_____ No_____

7. Does your district provide an opportunity for teachers and counselors working with vocational students to participate, on an annual basis, in inservice training designed to eliminate sex bias and stereotyping in vocational education? Yes_____ No_____

8. Does your respective educational service center serve as a resource in achieving gender equity in vocational education to your:

a. academic teacher? Yes_____ No_____
b. vocational teacher? Yes_____ No_____
c. counselors? Yes_____ No_____
d. students? Yes_____ No_____
e. administrators? Yes_____ No_____

University of North Texas

School of Merchandising and
Hospitality Management

April 19, 1993

Dear Principal:

The University of North Texas has contracted with the Texas Education Agency to determine (1) the effectiveness of funded projects for eliminating sex bias and sex stereotyping in vocational and applied technology education, and (2) the extent to which local schools and consortia receiving Carl Perkins funds are cooperating with and implementing the activities of funded sex equity programs.

This assessment is being made to determine the extent of the effectivess of the funded sex equity programs on a statewide basis. The results of the assessment will not be compiled and reported by funded project or by responding individual institutions. We are attempting to obtain responses to the enclosed questionnaires from: (1) vocational administrators; (2) counselors; (3) campus principals; and (4) special populations coordinators.

Please assist us in conducting the assessment by completing the enclosed questionnaire, placing it in the envelope provided and returning the completed questionnaires to your vocational administrator on or before May 12, 1993. A glossary of terms for gender equity programs and services has been mailed to your administrator of career and applied technology education.

Sincerely,

Bill E. Lovelace

Bill E. Lovelace, Director
Gender Equity Assessment

P.O. Box 5248 • Denton, Texas 76203-5248
817/565-4109 • FAX 817/565-4438 • TDD 800-735-2989

Rationale For The Assessment of Secondary Sex Equity Programs

The Vocational Amendments of 1976, which was the first federal legislation to provide funds to achieve sex equity in vocational education, required and supported programs, services, and activities designed and conducted to:

(1) reduce sex bias and sex discrimination in vocational education;

(2) encourage males and females to prepare for employment in nontraditional occupations; and

(3) provide support services necessary for individuals to participate in and succeed in nontraditional vocational education programs.

The current Perkins Act, PL 101-392 shows that all other funds provided for sex equity, other than subsection (b), be used as stated in Section 222: "only for

(1) **programs, services, comprehensive career guidance and counseling and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;**

(2) **preparatory services and vocational education programs, services and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families, and**

(3) **support services for individuals participating in vocational education programs, services, and activities described in paragraphs (1) and (2), including dependent-care services and transportation."**

One definition of a program, according to Webster, is a "plan or system upon which action may be taken toward a goal." Therefore, Sex Equity Programs would be those which set forth plans to meet the goals designated by law and the plans would have those components as specified by law.

A Panel of Experts, using a Delphi Technique, has identified the characteristics of a Sex Equity Program. The status of Sex Equity Programs/Activities will be assessed using the characteristics identified by the Delphi Panel. Part I of the assessment is to determine the extent to which the characteristics have been implemented on a statewide basis. Part II of the assessment will be used to identify and document specific Sex Equity activities that are being conducted on a statewide basis.

Implementation Assessment Questionnaire
of Gender Equity Programs/Activities

Part 1

Instructions:

This part of the questionnaire is being used to determine the extent to which characteristics of a gender equity program are being implemented on your campus for career and applied technology programs.

1. For each characteristic of a sex equity program on this part of the questionnaire indicate the extent the characteristic has been implemented for your program in your school. Circle (Y) for "Yes" or circle (N) for "No." If you circle "N" do not rate the characteristic, go to the next characteristic and repeat 1.

2. If you circled a "Y" for the characteristic then:

   Rate the degree to which you feel that the characteristic has been implemented. Placing a circle around the (1) will indicate that the level of implementation of the characteristic is **minimal**. Placing a circle around the (5) will indicate that level of implementation of the characteristic is **maximum**.

   Please circle only one number per characteristic.

Implementation Assessment Questionnaire of Gender Equity Programs/Activities

Part 1

This questionnaire was completed by: (check only one)
Administrator of Vocational programs ____ Campus Principal ____ Counselor ____
Special Populations Coordinator ____ Other ____ (Specify) _____

Characteristics:	Has This Characteristic Been Implemented on Your Campus?	Degree of Implementation: Minimum-Maximum	Were You Involved?
Examples:			
A-1.	Y (N)	1 2 3 4 5	Yes No
A-2.	(Y) N	1 (2) 3 4 5	Yes No
A-1 Equity programs must have trained staff.	Y N	1 2 3 4 5	Yes No
A-2 An assessment must be made to determine students' needs.	Y N	1 2 3 4 5	Yes No
A-3 An assessment must be made to determine staff needs.	Y N	1 2 3 4 5	Yes No
A-4 A survey must be made to determine if instructional materials and resources used are free from sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
A-5 An assessment must be made to identify resources needed.	Y N	1 2 3 4 5	Yes No
A-6 Equity programs must be developed based on the desired impact of the program.	Y N	1 2 3 4 5	Yes No
A-7 Equity programs must have complete administration and staff support for implementation.	Y N	1 2 3 4 5	Yes No
A-8 Equity programs must include recruitment activities, nontraditional careers, and vocational programs which are free of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
A-9 Programs must have evaluation plans.	Y N	1 2 3 4 5	Yes No
A-10 Programs should include coordination with other human service agencies.	Y N	1 2 3 4 5	Yes No

Characteristics:	Has This Characteristic Been Implemented on Your Campus?	Degree of Implementation: Minimum-Maximum	Were You Involved?
A-11 The sequencing of the courses for the curricula of each student must be reviewed to ensure both content and instructional materials are sex fair.	Y N	1 2 3 4 5	Yes No
A-12 Equity programs must provide activities and materials to develop an understanding of barriers and limitations imposed by sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
A-13 Equity programs must provide information on nontraditional careers for one's gender without bias or stereotyping.	Y N	1 2 3 4 5	Yes No
A-14 Equity programs must provide materials and activities which relate career choices with cultural sensitivity.	Y N	1 2 3 4 5	Yes No
A-15 Equity programs must provide classroom environments which are bias-free for students.	Y N	1 2 3 4 5	Yes No
A-16 Enrollment trends must be monitored.	Y N	1 2 3 4 5	Yes No
A-17 Equity must be promoted to parents and community members through advisory committees, task forces,newsletters, etc.	Y N	1 2 3 4 5	Yes No
A-18 When awareness/orientation classes and/or activities are provided, they must include nontraditional career information.	Y N	1 2 3 4 5	Yes No
B-1 Program directors must be aware of their own attitudes and biases in order to prevent perpetrating sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
B-2 Teachers must be trained to use classroom procedures and instructional activities which are free of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
B-3 Counselors must be trained to focus on counseling and guidance needs of students for life patterns, roles and careers which provide economic independence and life management training free of bias and stereotyping.	Y N	1 2 3 4 5	Yes No
C-1-1 Provisions must be made to encourage students to make academic, career, and personal decisions based on individual abilities, informed interests, and need **RATHER** than on the basis of gender.	Y N	1 2 3 4 5	Yes No

Characteristics:	Has This Characteristic Been Implemented on Your Campus?	Degree of Implementation: Minimum-Maximum	Were You Involved?
C-1-2 Students must be provided information on work force trends.	Y N	1 2 3 4 5	Yes No
C-1-3 Provisions must be made to encourage students to take courses that lead to economic self-sufficiency.	Y N	1 2 3 4 5	Yes No
C-2-1 There must be a plan of operation which encourages students to enroll in nontraditional careers.	Y N	1 2 3 4 5	Yes No
C-2-2 Opportunities must be made available for students to become aware of nontraditional options at the elementary/middle school levels.	Y N	1 2 3 4 5	Yes No
C-2-3 Students enrolled in or who plan to enroll in nontraditional classes and/or activities must be provided support groups and contacts with role models and counselors.	Y N	1 2 3 4 5	Yes No
C-3-1 Counseling materials including tests, assessments, and inventories must be reviewed to ensure they are free of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
C-3-2 Career Counseling materials must be current and reflect new, emerging and nontraditional occupations.	Y N	1 2 3 4 5	Yes No
C-4-1 Placement activities which include assistance for entry into the workforce and/or additional postsecondary training must be provided for students enrolled in and/or completing programs nontraditional to their gender.	Y N	1 2 3 4 5	Yes No
	Y N	1 2 3 4 5	Yes No
D-1 Preparatory services must be available as needed for students in nontraditional programs or activities for their gender.	Y N	1 2 3 4 5	Yes No
D-2 Vocational programs for skill training must be available.	Y N	1 2 3 4 5	Yes No
D-3 All supplementary support services provided for students who are members of special populations must be available for students participating in nontraditional programs or activities which are nontraditional for their gender, and/or programs and activities for the elimination of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No

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Characteristics:	Has This Characteristic Been Implemented on Your Campus?	Degree of Implementation: Minimum-Maximum	Were You Involved?
D-4 Dependent care must be provided when needed.	Y N	1 2 3 4 5	Yes No
D-5 Transportation must be provided when needed.	Y N	1 2 3 4 5	Yes No

Assessment of Gender Equity
Part II

A. Institutional Plans

1. Did your campus develop a plan, as part of the annual application for Perkins funds, for cooperating with funded sex equity programs carried out under section 222 of the Perkins Act? Yes____ No____

2. Did your campus budget any funds in the annual application for use in eliminating sex bias/stereotyping in technical/vocational programs? Yes____ No____

3. Has a single individual been assigned the responsibility of carrying out the plan described in the annual application for cooperating with the sex equity programs carried out under section 222? Yes____ No____

4. If your answer to question "3" was yes, please write in the name and title of the individual assigned.
Name _____
Title _____

5. In developing your gender equity plan for your Annual Application did your campus:

   a. conduct an assessment to determine the needs for a plan or program to eliminate sex bias/stereotyping in technical/vocational education of (1) students Yes____ No____
   (2) faculty Yes____ No____

   b. provide in the plan for the recruitment of students into nontraditional careers? Yes____ No____

   c. include in the plan for the coordination with other human services agencies? Yes____ No____ (If Yes, please list at least three of the human services agencies.)

_____

_____

d. provide activities and materials for faculty to increase their understanding of barriers and limitations imposed by sex bias and stereotyping related to career decisions and preparation?
Yes____ No____

e. provide for activities designed to provide classroom and laboratory environments which are sex bias free for students?
Yes____ No____

B. Career Guidance and Counseling

1. How many tenth grade female students on your campus were provided information about careers that are nontraditional to their gender in 1989-90? ____ 1991-92? ____

2. How many tenth grade male students on your campus were provided information about careers that are nontraditional to their gender in 1989-90? ____ 1991-92? ____

3. How many students participating in nontraditional technical/vocational programs during the 1992-93 school year were provided individual personal counseling needed for coping with gender bias caused by participating in a nontraditional technical/vocational program? ____

4. How many students participating in technical/vocational programs nontraditional to their gender were provided with group counseling/seminars on gender equity during the 1992-93 school year?
____

5. Did your campus prepare and disseminate a flier or brochure to students that made them aware of the benefits of pursuing nontraditional technical/vocational programs? Yes ____ No ____

6. If your answer to question B-5 was "Yes", please enclose a copy of the flier or brochure with this questionnaire.

C. Enrollment

1. How many students on your campus are currently enrolled in technical/vocational programs? _____

2. How many males are currently enrolled in technical/vocational programs that are nontraditional to their gender? _____

a. How many in 1990-1991? _____

3. How many females are currently enrolled in technical/vocational programs that are nontraditional to their gender? _____

   a. How many in 1990-1991? _____

4. Based on your 1992 follow-up, how many males were employed in occupations nontraditional to their gender? _____

5. Based on your 1992 follow-up, how many females were employed in occupations nontraditional to their gender? _____

6. Did you establish a goal for increasing the enrollments (in terms of percentage) of students in technical/vocational programs nontraditional to their gender? Yes____ No____

7. How many students currently enrolled in nontraditional technical/vocational programs on your campus were classified as:

   a. handicapped (disabled) ____
   b. academically disadvantaged ____
   c. economically disadvantaged ____
   d. limited English proficient ____

D. Placement

1. Does your campus provide job placement services for students leaving or completing technical/vocational programs? Yes____ No____

2. Are special efforts made to place students completing nontraditional programs in employment in an occupation directly related to the nontraditional program? Yes ____ No ____

3. How many students who left or completed technical/vocational programs nontraditional to their gender were placed in employment in occupations nontraditional to their gender? _____

4. How many students who completed a nontraditional technical/vocational program in 1992 continued their education in the nontraditional occupation or career? ____

E. Students Services

1. Are preparatory services (as defined by Perkins) provided for students participating in activities designed to eliminate sex bias/stereotyping in technical/vocation education on your campus? Yes____ No____

If your answer is "Yes",

a. How many students currently enrolled in a nontraditional technical/vocational program for the first time were provided preparatory services? _____

b. How many students currently enrolled in a traditional technical/vocational program for the first time were provided preparatory services? _____

2. Are the preparatory services (as defined by Perkins) provided for other technical/vocational majors who are classified as members of special populations on your campus? Yes_____ No_____

3. How many students who are currently enrolled in nontraditional technical/vocational programs are provided dependent care services?

_____

4. How many students who are currently enrolled in a nontraditional technical/vocational programs are provided transportation services? _____

5. How many students who are currently enrolled in a nontraditional technical/vocational program are participating in Tech Prep? ____

6. Have all of your teachers who teach students enrolled in occupational specific vocational education programs participated in inservice training designed to eliminate sex bias and stereotyping in vocational education? Yes_____ No_____

7. Does your campus provide an opportunity for teachers and counselors working with vocational students to participate, on an annual basis, in inservice training designed to eliminate sex bias and stereotyping in vocational education? Yes_____ No_____

8. Does your respective educational service center serve as a resource in achieving gender equity in vocational education to your:

a. academic teacher? Yes_____ No_____
b. vocational teacher? Yes_____ No_____
c. counselors? Yes_____ No_____
d. students? Yes_____ No_____
e. administrators? Yes_____ No_____

University of North Texas

School of Merchandising and
Hospitality Management

April 19, 1993

Dear Counselor:

The University of North Texas has contracted with the Texas Education Agency to determine (1) the effectiveness of funded projects for eliminating sex bias and sex stereotyping in vocational and applied technology education, and (2) the extent to which local schools and consortia receiving Carl Perkins funds are cooperating with and implementing the activities of funded sex equity programs.

This assessment is being made to determine the extent of the effectivess of the funded sex equity programs on a statewide basis. The results of the assessment will not be compiled and reported by funded project or by responding individual institutions. We are attempting to obtain responses to the enclosed questionnaires from: (1) vocational administrators; (2) counselors; (3) campus principals; and (4) special populations coordinators.

Please assist us in conducting the assessment by completing the attached questionnaire, placing it in the enclosed envelope and returning it to your vocational administrator on or before May 12, 1993. A glossary of terms for gender equity programs and services has been mailed to your administrator of career and applied technology education.

Sincerely,

Bill E. Lovelace

Bill E. Lovelace, Director
Gender Equity Assessment

P.O. Box 5248 • Denton, Texas 76203-5248
817/565-4100 • FAX 817/565-4338 • TDD 800-735-2989

Rationale For The Assessment of Secondary Sex Equity Programs

The Vocational Amendments of 1976, which was the first federal legislation to provide funds to achieve sex equity in vocational education, required and supported programs, services, and activities designed and conducted to:

(1) reduce sex bias and sex discrimination in vocational education;

(2) encourage males and females to prepare for employment in nontraditional occupations; and

(3) provide support services necessary for individuals to participate in and succeed in nontraditional vocational education programs.

The current Perkins Act, PL 101-392 shows that all other funds provided for sex equity, other than subsection (b), be used as stated in Section 222: "only for

(1) **programs, services, comprehensive career guidance and counseling and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;**

(2) **preparatory services and vocational education programs, services and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families, and**

(3) **support services for individuals participating in vocational education programs, services, and activities described in paragraphs (1) and (2), including dependent-care services and transportation."**

One definition of a program, according to Webster, is a "plan or system upon which action may be taken toward a goal." Therefore, Sex Equity Programs would be those which set forth plans to meet the goals designated by law and the plans would have those components as specified by law.

A Panel of Experts, using a Delphi Technique, has identified the characteristics of a Sex Equity Program. The status of Sex Equity Programs/Activities will be assessed using the characteristics identified by the Delphi Panel. Part I of the assessment is to determine the extent to which the characteristics have been implemented on a statewide basis. Part II of the assessment will be used to identify and document specific Sex Equity activities that are being conducted on a statewide basis.

Implementation Assessment Questionnaire
of Gender Equity Programs/Activities

Part 1

Instructions:

This part of the questionnaire is being used to determine the extent to which characteristics of a gender equity program are being implemented in your region for career and applied technology programs.

1. For each characteristic of a sex equity program on this part of the questionnaire indicate the extent the characteristic has been implemented for your program in your school. Circle (Y) for "Yes" or circle (N) for "No." If you circle "N" do not rate the characteristic, go to the next characteristic and repeat 1.

2. If you circled a "Y" for the characteristic then:

   Rate the degree to which you feel that the characteristic has been implemented. Placing a circle around the (1) will indicate that the level of implementation of the characteristic is **minimal**. Placing a circle around the (5) will indicate that level of implementation of the characteristic is **maximum**.

   Please circle only one number per characteristic.

Implementation Assessment Questionnaire of Gender Equity Programs/Activities

Part 1

This questionnaire was completed by: (check only one)
Administrator of Vocational programs ____ Campus Principal ____ Counselor ____
Special Populations Coordinator ____ Other ____ (Specify) _____

Characteristics:	Has This Characteristic Been Implemented on Your Campus?	Degree of Implementation: Minimum-Maximum	Were You Involved?
Examples:			
A-1. [redacted]	Y (N)	1 2 3 4 5	Yes No
A-2. [redacted]	(Y) N	1 (2) 3 4 5	Yes No
A-1 Equity programs must have trained staff.	Y N	1 2 3 4 5	Yes No
A-2 An assessment must be made to determine students' needs.	Y N	1 2 3 4 5	Yes No
A-3 An assessment must be made to determine staff needs.	Y N	1 2 3 4 5	Yes No
A-4 A survey must be made to determine if instructional materials and resources used are free from sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
A-5 An assessment must be made to identify resources needed.	Y N	1 2 3 4 5	Yes No
A-6 Equity programs must be developed based on the desired impact of the program.	Y N	1 2 3 4 5	Yes No
A-7 Equity programs must have complete administration and staff support for implementation.	Y N	1 2 3 4 5	Yes No
A-8 Equity programs must include recruitment activities, nontraditional careers, and vocational programs which are free of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
A-9 Programs must have evaluation plans.	Y N	1 2 3 4 5	Yes No
A-10 Programs should include coordination with other human service agencies.	Y N	1 2 3 4 5	Yes No

Characteristics:	Has This Characteristic Been Implemented on Your Campus?	Degree of Implementation: Minimum-Maximum	Were You Involved?
A-11 The sequencing of the courses for the curricula of each student must be reviewed to ensure both content and instructional materials are sex fair.	Y N	1 2 3 4 5	Yes No
A-12 Equity programs must provide activities and materials to develop an understanding of barriers and limitations imposed by sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
A-13 Equity programs must provide information on nontraditional careers for one's gender without bias or stereotyping.	Y N	1 2 3 4 5	Yes No
A-14 Equity programs must provide materials and activities which relate career choices with cultural sensitivity.	Y N	1 2 3 4 5	Yes No
A-15 Equity programs must provide classroom environments which are bias-free for students.	Y N	1 2 3 4 5	Yes No
A-16 Enrollment trends must be monitored.	Y N	1 2 3 4 5	Yes No
A-17 Equity must be promoted to parents and community members through advisory committees, task forces,newsletters, etc.	Y N	1 2 3 4 5	Yes No
A-18 When awareness/orientation classes and/or activities are provided, they must include nontraditional career information.	Y N	1 2 3 4 5	Yes No
B-1 Program directors must be aware of their own attitudes and biases in order to prevent perpetrating sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
B-2 Teachers must be trained to use classroom procedures and instructional activities which are free of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
B-3 Counselors must be trained to focus on counseling and guidance needs of students for life patterns, roles and careers which provide economic independence and life management training free of bias and stereotyping.	Y N	1 2 3 4 5	Yes No
C-1-1 Provisions must be made to encourage students to make academic, career, and personal decisions based on individual abilities, informed interests, and need **RATHER** than on the basis of gender.	Y N	1 2 3 4 5	Yes No

Characteristics:	Has This Characteristic Been Implemented on Your Campus?	Degree of Implementation: Minimum-Maximum	Were You Involved?
C-1-2 Students must be provided information on work force trends.	Y N	1 2 3 4 5	Yes No
C-1-3 Provisions must be made to encourage students to take courses that lead to economic self-sufficiency.	Y N	1 2 3 4 5	Yes No
C-2-1 There must be a plan of operation which encourages students to enroll in nontraditional careers.	Y N	1 2 3 4 5	Yes No
C-2-2 Opportunities must be made available for students to become aware of nontraditional options at the elementary/middle school levels.	Y N	1 2 3 4 5	Yes No
C-2-3 Students enrolled in or who plan to enroll in nontraditional classes and/or activities must be provided support groups and contacts with role models and counselors.	Y N	1 2 3 4 5	Yes No
C-3-1 Counseling materials including tests, assessments, and inventories must be reviewed to ensure they are free of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
C-3-2 Career Counseling materials must be current and reflect new, emerging and nontraditional occupations.	Y N	1 2 3 4 5	Yes No
C-4-1 Placement activities which include assistance for entry into the workforce and/or additional postsecondary training must be provided for students enrolled in and/or completing programs nontraditional to their gender.	Y N Y N	1 2 3 4 5 1 2 3 4 5	Yes No Yes No
D-1 Preparatory services must be available as needed for students in nontraditional programs or activities for their gender.	Y N	1 2 3 4 5	Yes No
D-2 Vocational programs for skill training must be available.	Y N	1 2 3 4 5	Yes No
D-3 All supplementary support services provided for students who are members of special populations must be available for students participating in nontraditional programs or activities which are nontraditional for their gender, and/or programs and activities for the elimination of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No

Characteristics:	Has This Characteristic Been Implemented on Your Campus?	Degree of Implementation: Minimum-Maximum	Were You Involved?
D-4 Dependent care must be provided when needed.	Y N	1 2 3 4 5	Yes No
D-5 Transportation must be provided when needed.	Y N	1 2 3 4 5	Yes No

Assessment of Gender Equity
Part II

A. Institutional Plans

1. Did your campus develop a plan, as part of the annual application for Perkins funds, for cooperating with funded sex equity programs carried out under section 222 of the Perkins Act? Yes____ No____

2. Did your campus budget any funds in the annual application for use in eliminating sex bias/stereotyping in technical/vocational programs? Yes____ No____

3. Has a single individual been assigned the responsibility of carrying out the plan described in the annual application for cooperating with the sex equity programs carried out under section 222? Yes____ No____

4. If your answer to question "3" was yes, please write in the name and title of the individual assigned.
Name _____
Title _____

5. In developing your gender equity plan for your Annual Application did your campus:

   a. conduct an assessment to determine the needs for a plan or program to eliminate sex bias/stereotyping in technical/vocational education of (1) students Yes____ No____
   (2) faculty Yes____ No____

   b. provide in the plan for the recruitment of students into nontraditional careers? Yes____ No____

   c. include in the plan for the coordination with other human services agencies? Yes____ No____ (If Yes, please list at least three of the human services agencies.)

_____

_____

d. provide activities and materials for faculty to increase their understanding of barriers and limitations imposed by sex bias and stereotyping related to career decisions and preparation?
Yes____ No____

e. provide for activities designed to provide classroom and laboratory environments which are sex bias free for students?
Yes____ No____

B. Career Guidance and Counseling

1. How many tenth grade female students on your campus were provided information about careers that are nontraditional to their gender in 1989-90? _____ 1991-92? _____

2. How many tenth grade male students on your campus were provided information about careers that are nontraditional to their gender in 1989-90? _____ 1991-92? _____

3. How many students participating in nontraditional technical/vocational programs during the 1992-93 school year were provided individual personal counseling needed for coping with gender bias caused by participating in a nontraditional technical/vocational program? _____

4. How many students participating in technical/vocational programs nontraditional to their gender were provided with group counseling/seminars on gender equity during the 1992-93 school year?
_____

5. Did your campus prepare and disseminate a flier or brochure to students that made them aware of the benefits of pursuing nontraditional technical/vocational programs? Yes _____ No _____

6. If your answer to question B-5 was "Yes", please enclose a copy of the flier or brochure with this questionnaire.

C. Enrollment

1. How many students on your campus are currently enrolled in technical/vocational programs? _____

2. How many males are currently enrolled in technical/vocational programs that are nontraditional to their gender? _____

a. How many in 1990-1991? _____

3. How many females are currently enrolled in technical/vocational programs that are nontraditional to their gender? _____

   a. How many in 1990-1991? _____

4. Based on your 1992 follow-up, how many males were employed in occupations nontraditional to their gender? _____

5. Based on your 1992 follow-up, how many females were employed in occupations nontraditional to their gender? _____

6. Did you establish a goal for increasing the enrollments (in terms of percentage) of students in technical/vocational programs nontraditional to their gender? Yes_____ No_____

7. How many students currently enrolled in nontraditional technical/vocational programs on your campus were classified as:

   a. handicapped (disabled) _____
   b. academically disadvantaged _____
   c. economically disadvantaged _____
   d. limited English proficient _____

D. Placement

1. Does your campus provide job placement services for students leaving or completing technical/vocational programs? Yes_____ No_____

2. Are special efforts made to place students completing nontraditional programs in employment in an occupation directly related to the nontraditional program? Yes _____ No _____

3. How many students who left or completed technical/vocational programs nontraditional to their gender were placed in employment in occupations nontraditional to their gender? _____

4. How many students who completed a nontraditional technical/vocational program in 1992 continued their education in the nontraditional occupation or career? _____

E. Students Services

1. Are preparatory services (as defined by Perkins) provided for students participating in activities designed to eliminate sex bias/stereotyping in technical/vocation education on your campus? Yes_____ No_____

If your answer is "Yes",

a. How many students currently enrolled in a nontraditional technical/vocational program for the first time were provided preparatory services? _____

b. How many students currently enrolled in a traditional technical/vocational program for the first time were provided preparatory services? _____

2. Are the preparatory services (as defined by Perkins) provided for other technical/vocational majors who are classified as members of special populations on your campus? Yes_____ No_____

3. How many students who are currently enrolled in nontraditional technical/vocational programs are provided dependent care services?

_____

4. How many students who are currently enrolled in a nontraditional technical/vocational programs are provided transportation services? _____

5. How many students who are currently enrolled in a nontraditional technical/vocational program are participating in Tech Prep? ____

6. Have all of your teachers who teach students enrolled in occupational specific vocational education programs participated in inservice training designed to eliminate sex bias and stereotyping in vocational education? Yes_____ No_____

7. Does your campus provide an opportunity for teachers and counselors working with vocational students to participate, on an annual basis, in inservice training designed to eliminate sex bias and stereotyping in vocational education? Yes_____ No_____

8. Does your respective educational service center serve as a resource in achieving gender equity in vocational education to your:

a. academic teacher? Yes_____ No_____
b. vocational teacher? Yes_____ No_____
c. counselors? Yes_____ No_____
d. students? Yes_____ No_____
e. administrators? Yes_____ No_____

University of North Texas

School of Merchandising and
Hospitality Management

April 19, 1993

Dear Special Populations Coordinator:

The University of North Texas has contracted with the Texas Education Agency to determine (1) the effectiveness of funded projects for eliminating sex bias and sex stereotyping in vocational and applied technology education, and (2) the extent to which local schools and consortia receiving Carl Perkins funds are cooperating with and implementing the activities of funded sex equity programs.

This assessment is being made to determine the extent of the effectivess of the funded sex equity programs on a statewide basis. The results of the assessment will not be compiled and reported by funded project or by responding individual institutions. We are attempting to obtain responses to the enclosed questionnaires from: (1) vocational administrators; (2) counselors; (3) campus principals; and (4) special populations coordinators.

Please assist us in conducting the assessment by completing the enclosed questionnaire, placing it in the envelope provided and returning the completed questionnaire to your vocational administrator on or before May 12, 1993. A glossary of terms for gender equity programs and services has been mailed to your administrator of career and applied technology education.

Please call me at (817) 565-4109 or Dr. Jessie Teddlie at (817) 565-4032 if you have any questions about this assessment.

Sincerely,

Bill E. Lovelace

Bill E. Lovelace, Director
Gender Equity Assessment

P.O. Box 5248 • Denton, Texas 76203-5248
817 565-4109 • FAX 817 565-4348 • TDD 800-735-2989

Implementation Assessment Questionnaire
of Gender Equity Programs/Activities

Part 1

Instructions:

This part of the questionnaire is being used to determine the extent to which characteristics of a gender equity program are being implemented in your region for career and applied technology programs.

1. For each characteristic of a sex equity program on this part of the questionnaire indicate the extent the characteristic has been implemented for your program in your school. Circle (Y) for "Yes" or circle (N) for "No." If you circle "N" do not rate the characteristic, go to the next characteristic and repeat 1.

2. If you circled a "Y" for the characteristic then:

   Rate the degree to which you feel that the characteristic has been implemented. Placing a circle around the (1) will indicate that the level of implementation of the characteristic is **minimal**. Placing a circle around the (5) will indicate that level of implementation of the characteristic is **maximum**.

   Please circle only one number per characteristic.

Implementation Assessment Questionnaire of Gender Equity Programs/Activities

Part 1

This questionnaire was completed by: (check only one)
Administrator of Vocational programs ____ Campus Principal ____ Counselor ____
Special Populations Coordinator ____ Other ____ (Specify) _____

Characteristics:	Has This Characteristic Been Implemented on Your Campus?	Degree of Implementation: Minimum-Maximum	Were You Involved?	
Examples:				
A-1. [redacted]	Y (N)	1 2 3 4 5	Yes	No
A-2. [redacted]	(Y) N	1 (2) 3 4 5	Yes	No
A-1 Equity programs must have trained staff.	Y N	1 2 3 4 5	Yes	No
A-2 An assessment must be made to determine students' needs.	Y N	1 2 3 4 5	Yes	No
A-3 An assessment must be made to determine staff needs.	Y N	1 2 3 4 5	Yes	No
A-4 A survey must be made to determine if instructional materials and resources used are free from sex bias and stereotyping.	Y N	1 2 3 4 5	Yes	No
A-5 An assessment must be made to identify resources needed.	Y N	1 2 3 4 5	Yes	No
A-6 Equity programs must be developed based on the desired impact of the program.	Y N	1 2 3 4 5	Yes	No
A-7 Equity programs must have complete administration and staff support for implementation.	Y N	1 2 3 4 5	Yes	No
A-8 Equity programs must include recruitment activities, nontraditional careers, and vocational programs which are free of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes	No
A-9 Programs must have evaluation plans.	Y N	1 2 3 4 5	Yes	No
A-10 Programs should include coordination with other human service agencies.	Y N	1 2 3 4 5	Yes	No

Characteristics:	Has This Characteristic Been Implemented in Your District?	Degree of Implementation: Minimum-Maximum	Were You Involved?
A-11 The sequencing of the courses for the curricula of each student must be reviewed to ensure both content and instructional materials are sex fair.	Y N	1 2 3 4 5	Yes No
A-12 Equity programs must provide activities and materials to develop an understanding of barriers and limitations imposed by sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
A-13 Equity programs must provide information on nontraditional careers for one's gender without bias or stereotyping.	Y N	1 2 3 4 5	Yes No
A-14 Equity programs must provide materials and activities which relate career choices with cultural sensitivity.	Y N	1 2 3 4 5	Yes No
A-15 Equity programs must provide classroom environments which are bias-free for students.	Y N	1 2 3 4 5	Yes No
A-16 Enrollment trends must be monitored.	Y N	1 2 3 4 5	Yes No
A-17 Equity must be promoted to parents and community members through advisory committees, task forces,newsletters, etc.	Y N	1 2 3 4 5	Yes No
A-18 When awareness/orientation classes and/or activities are provided, they must include nontraditional career information.	Y N	1 2 3 4 5	Yes No
B-1 Program directors must be aware of their own attitudes and biases in order to prevent perpetrating sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
B-2 Teachers must be trained to use classroom procedures and instructional activities which are free of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
B-3 Counselors must be trained to focus on counseling and guidance needs of students for life patterns, roles and careers which provide economic independence and life management training free of bias and stereotyping.	Y N	1 2 3 4 5	Yes No
C-1-1 Provisions must be made to encourage students to make academic, career, and personal decisions based on individual abilities, informed interests, and need **RATHER** than on the basis of gender.	Y N	1 2 3 4 5	Yes No

Characteristics:	Has This Characteristic Been Implemented in Your District?	Degree of Implementation: Minimum-Maximum	Were You Involved?
C-1-2 Students must be provided information on work force trends.	Y N	1 2 3 4 5	Yes No
C-1-3 Provisions must be made to encourage students to take courses that lead to economic self-sufficiency.	Y N	1 2 3 4 5	Yes No
C-2-1 There must be a plan of operation which encourages students to enroll in nontraditional careers.	Y N	1 2 3 4 5	Yes No
C-2-2 Opportunities must be made available for students to become aware of nontraditional options at the elementary/middle school levels.	Y N	1 2 3 4 5	Yes No
C-2-3 Students enrolled in or who plan to enroll in nontraditional classes and/or activities must be provided support groups and contacts with role models and counselors.	Y N	1 2 3 4 5	Yes No
C-3-1 Counseling materials including tests, assessments, and inventories must be reviewed to ensure they are free of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No
C-3-2 Career Counseling materials must be current and reflect new, emerging and nontraditional occupations.	Y N	1 2 3 4 5	Yes No
C-4-1 Placement activities which include assistance for entry into the workforce and/or additional postsecondary training must be provided for students enrolled in and/or completing programs nontraditional to their gender.	Y N	1 2 3 4 5	Yes No
	Y N	1 2 3 4 5	Yes No
D-1 Preparatory services must be available as needed for students in nontraditional programs or activities for their gender.	Y N	1 2 3 4 5	Yes No
D-2 Vocational programs for skill training must be available.	Y N	1 2 3 4 5	Yes No
D-3 All supplementary support services provided for students who are members of special populations must be available for students participating in nontraditional programs or activities which are nontraditional for their gender, and/or programs and activities for the elimination of sex bias and stereotyping.	Y N	1 2 3 4 5	Yes No

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Characteristics:	Has This Characteristic Been Implemented in Your District?	Degree of Implementation: Minimum-Maximum	Were You Involved?
D-4 Dependent care must be provided when needed.	Y N	1 2 3 4 5	Yes No
D-5 Transportation must be provided when needed.	Y N	1 2 3 4 5	Yes No

Assessment of Gender Equity
Part II

A. Institutional Plans

1. Did your school district develop a plan, as part of the annual application for Perkins funds, for cooperating with funded sex equity programs carried out under section 222 of the Perkins Act? Yes____ No____

2. Did your school district budget any funds in the annual application for use in eliminating sex bias/stereotyping in technical/vocational programs? Yes____ No____

3. Has a single individual been assigned the responsibility of carrying out the plan described in the annual application for cooperating with the sex equity programs carried out under section 222? Yes____ No____

4. If your answer to question "3" was yes, please write in the name and title of the individual assigned.
Name _____
Title _____

5. In developing your gender equity plan for your Annual Application did your district:

   a. conduct an assessment to determine the needs for a plan or program to eliminate sex bias/stereotyping in technical/ vocational education of (1) students Yes____ No____
   (2) faculty Yes____ No____

   b. provide in the plan for the recruitment of students into nontraditional careers? Yes____ No____

   c. include in the plan for the coordination with other human services agencies? Yes____ No____ (If Yes, please list at least three of the human services agencies.)

_____

_____

d. provide activities and materials for faculty to increase their understanding of barriers and limitations imposed by sex bias and stereotyping related to career decisions and preparation?
Yes____ No____

e. provide for activities designed to provide classroom and laboratory environments which are sex bias free for students?
Yes____ No____

B. Career Guidance and Counseling

1. How many tenth grade female students in your district were provided information about careers that are nontraditional to their gender in 1989-90? ____ 1991-92? ____

2. How many tenth grade male students in your district were provided information about careers that are nontraditional to their gender in 1989-90? ____ 1991-92? ____

3. How many students participating in nontraditional technical/vocational programs during the 1992-93 school year were provided individual personal counseling needed for coping with gender bias caused by participating in a nontraditional technical/vocational program? ____

4. How many students participating in technical/vocational programs nontraditional to their gender were provided with group counseling/seminars on gender equity during the 1992-93 school year?
____

5. Did your district prepare and disseminate a flier or brochure to students that made them aware of the benefits of pursuing nontraditional technical/vocational programs? Yes ____ No ____

6. If your answer to question B-5 was "Yes", please enclose a copy of the flier or brochure with this questionnaire.

C. Enrollment

1. How many students in your district are currently enrolled in technical/vocational programs? _____

2. How many males are currently enrolled in technical/vocational programs that are nontraditional to their gender? _____

a. How many in 1990-1991? _____

3. How many females are currently enrolled in technical/vocational programs that are nontraditional to their gender? _____

   a. How many in 1990-1991? _____

4. Based on your 1992 follow-up, how many males were employed in occupations nontraditional to their gender? _____

5. Based on your 1992 follow-up, how many females were employed in occupations nontraditional to their gender? _____

6. Did you establish a goal for increasing the enrollments (in terms of percentage) of students in technical/vocational programs nontraditional to their gender? Yes____ No____

7. How many students currently enrolled in nontraditional technical/vocational programs in your district were classified as:

   a. handicapped (disabled) ____
   b. academically disadvantaged ____
   c. economically disadvantaged ____
   d. limited English proficient ____

D. Placement

1. Does your district provide job placement services for students leaving or completing technical/vocational programs? Yes____ No____

2. Are special efforts made to place students completing nontraditional programs in employment in an occupation directly related to the nontraditional program? Yes ____ No ____

3. How many students who left or completed technical/vocational programs nontraditional to their gender were placed in employment in occupations nontraditional to their gender? _____

4. How many students who completed a nontraditional technical/vocational program in 1992 continued their education in the nontraditional occupation or career? ____

E. Students Services

1. Are preparatory services (as defined by Perkins) provided for students participating in activities designed to eliminate sex bias/stereotyping in technical/vocation education at your institution? Yes____ No____

If your answer is "Yes",

a. How many students currently enrolled in a nontraditional technical/vocational program for the first time were provided preparatory services? _____

b. How many students currently enrolled in a traditional technical/vocational program for the first time were provided preparatory services? _____

2. Are the preparatory services (as defined by Perkins) provided for other technical/vocational majors who are classified as members of special populations at your institution? Yes_____ No_____

3. How many students who are currently enrolled in nontraditional technical/vocational programs are provided dependent care services?

_____

4. How many students who are currently enrolled in a nontraditional technical/vocational programs are provided transportation services? _____

5. How many students who are currently enrolled in a nontraditional technical/vocational program are participating in Tech Prep? ____

6. Have all of your teachers who teach students enrolled in occupational specific vocational education programs participated in inservice training designed to eliminate sex bias and stereotyping in vocational education? Yes_____ No_____

7. Does your district provide an opportunity for teachers and counselors working with vocational students to participate, on an annual basis, in inservice training designed to eliminate sex bias and stereotyping in vocational education? Yes_____ No_____

8. Does your respective educational service center serve as a resource in achieving gender equity in vocational education to your:

a. academic teacher? Yes_____ No_____
b. vocational teacher? Yes_____ No_____
c. counselors? Yes_____ No_____
d. students? Yes_____ No_____
e. administrators? Yes_____ No_____

APPENDIX D

Funded Projects Directors Responding to Questionnaires

Appendix D

Funded Project Directors
Responding to Questionnaire

Director	Institution
Ms. Suzzette Bazen	Region VI ESC
Ms. Sandy Carter	Region XVI ESC
Dr. Melba Hartley	Region XI ESC
Dr. Pat McLeod	University of North Texas
Ms. Carlotta Williams	Ft. Bend ISD
Mr. Nelda White	Region V ESC
Ms. Donna Bentley	Region III ESC
Ms. Lois Cunningham	Region IV ESC
Ms. Laine Horton	Region X ESC
Ms. Lisa Lowry	Region VIII ESC
Ms. Ruth Wingo	Region XII ESC
Ms. Vita Canales	Region II ESC
Ms. Kim Dean	Region XIV ESC
Dr. Joan Jernigan	Region XIII ESC
Ms. Carolyn North	Region XVIII ESC
Ms. Jan Smoat	Region XIX ESC
Ms. Kay Woodard	Region VII ESC
Ms. Marilyn Stone	Region VVII ESC

APPENDIX E

School Districts and Perkins Vocational Consortia
Responding to Gender Equity Questionnaires

Appendix E

School Districts and Perkins Vocational Consortia
Responding to Gender Equity Questionnaires

School Districts

Birdville

Ysleta

East Central

Whitehouse

Brazosport

Mansfield

Waxahachie

Arlington

Ector

Cleburne

Boys Ranch

Kilgore

Alief

Corpus Christi

Fort Bend

El Campo

Huntsville

Perkins Vocational Consortia (fiscal agents)

Kermit ISD

ESC XIII

ESC X

Keene ISD

ESC XII

ESC IV

Morton ISD

Laxbuddie ISD

APPENDIX F

Evaluation Report

Appendix F

PROJECT
EVALUATION REPORT

PROJECT TITLE
"EVALUATION OF SECONDARY GENDER EQUITY PROGRAMS"

June 30, 1993

By Dr. Jack L. Foreman, Project Evaluator

606 Slone
Marshall, Texas 75670

For
School of Merchandising and Hospitality Management
University of North Texas

The project "Evaluation of Secondary Gender Equity Programs" was evaluated using the purpose, objectives and specifications of RFA #SE-1 as a guide.

Each of the eleven major tasks were evaluated individually and in relation to the purpose, objectives and specifications of the RFA work plan.

1. ESTABLISH AND USE A PROJECT ADVISORY COMMITTEE - A project advisory committee was appointed. The advisory committee met the requirements and represented a wide range of excellent experience. The evaluator attended the first advisory committee meeting and the staff of the project facilitated the meeting and received excellent advice from the committee.

2. CONDUCT AN INFORMATION SEARCH - The project staff completed an information search consisting of a literature review and survey of fifty state equity coordinators. Based on the information search the characteristics of a sex equity program were developed.

3. ESTABLISH CHARACTERISTICS AND GOALS FOR SEX EQUITY PROGRAMS The information search resulted in establishment of a list of characteristics of sex equity programs throughout the U.S. The advisory committee reviewed, added and deleted program characteristics. A Delphi study was used to validate and retire the list of characteristics. The characteristics were used to identify goals for sex equity programs.

4. DEVELOP A PLAN TO USE THE MODEL FOR STATE ASSESSMENT - The staff used the characteristics to describe a model to be used in conducting a state assessment of gender equity programs. The product was a questionnaire to be completed by gender equity personnel in the public schools of Texas.

5. DEVELOP A PLAN TO CONDUCT A STATEWIDE ASSESSMENT - The staff developed a plan for conducting a state assessment and followed the plan.

6. CONDUCT ASSESSMENT AND ANALYZE RESPONSES - The staff conducted the assessment described in the plan and conducted an analysis of the responses.

7. PREPARE A CAMERA READY EVALUATION MODEL - The staff prepared a camera ready evaluation model.

8. MAINTAIN CLOSE COORDINATION WITH TRA AND TCOVE - Based on the number of meeting and contacts with TRA and TCOVE staff, the evaluator concludes that close coordination was achieved.

9. PUBLICIZE PROJECT - A brochure was distributed describing the project and it was distributed to appropriate audiences throughout the state of Texas. Announcements regarding the project were made at appropriate state meetings.

10. EVALUATE THE PROJECT - As an external evaluator I evaluated the project in terms of project process and project product. The process of the project was done in accordance with project specifications and the product model met with the criteria established for the project.

11. PREPARE AND SUBMIT REPORTS ON THE PROJECT - The staff prepared a performance report on the project in a timely manner. The report defined and presented a detailed model for the funding agency.

In summary the project was conducted as per the plan of action as proposed by the Project Administrator. All components met or exceeded the expectations as per the RFA.